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REPRINT OF CHAPTER IX OF PART II OF THE REPORT OF THE COMMISSIONER
OF EDUCATION FOR 1892-93.

PAPERS PREPARED

FOR THE

WORLD'S LIBRARY CONGRESS,

HELD AT

THE COLUMBIAN EXPOSITION.

EDITED BY

MELVIL DEWEY,

New York State Librarian.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1896.

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CHAPTER IX.

PAPERS PREPARED FOR THE WORLD'S LIBRARY CONGRESS.

LIBRARY ECONOMY.

The president of the American Library Association, Mr. Melvil Dewey, in the year of the Columbian Exposition conceived the happy idea of preparing a volume on library economy, assigning the several portions of the work to special experts with the purpose of having the papers thus prepared read at the International Library Congress to be held in Chicago during the summer of 1893. The following letter from Mr. Dewey explains the plan, purpose, and execution of the following papers on library economy, which together constitute a unique and valuable treatise on the general subject of the management of libraries:

While secretary of the American Library Association during its first fifteen years, the need of a manual of library economy was constantly felt, and much of my time was given to correspondence and to preparation and publication of matter destined after revision to form chapters of such a manual. When elected again to the presidency for the World's Fair meeting, I undertook with the approval of the executive board to utilize the unusual opportunity for making such a volume by cooperation.

The following brief extracts from some of the many official circulars sent out will make clear the plan:

"The proceedings of the American Library Association Columbian meeting will form a library handbook to take the place of the Centennial library volume published by the Bureau of Education, which has long been out of print. That did much good, but was written just before modern library activity began. Obviously a much better book can now be written by well organized cooperation among leading members of the association. The historical and statistical parts will be made by the Bureau of Education, which has by far the best facilities for this work, but it is our province to contribute the library economy.

"I hope the experiment of this systematic programme for the World's Fair meeting will be so successful that we may another year take the historical side and make a historical handbook, and a third year take the bibliographic side, putting all our strength on that. This will give the profession three splendid volumes. Bearing this in mind, the writers for this year should avoid going into historical details and make their papers not ordinary essays but a compact and useful judicial summing up of the principles of library economy."

The official programme of the ten days' meeting at Chicago made the following statement:

"PLAN OF PROGRAMME.

"The programme is so planned as to make the printed proceedings a handbook of library economy setting forth the points of general agreement attained in the seventeen years since organization at the Centennial, and also the points on which our best thinkers still differ.

"Each author will revise his paper, utilizing the discussions, so that as finally printed in the proceedings it will represent the position of the subject at the close instead of at the beginning of the 1893 meeting.

"The aim is, therefore, to present a judicial digest of previous articles, papers, discussions, and specially of experience, rather than to contribute new material. The substance of perhaps 100 or more contributions scattered through library serials and proceedings, general periodical literature, reports, bulletins, etc., are put in a single short paper, in two parts; the first stating what is generally accepted by well informed librarians, not necessarily what the author thinks; the second giving the points on that subject which are still under discussion and to the solution of which the Columbian meeting ought materially to contribute.

"While the papers will thus be very condensed they are not to be read at the meetings, but will be furnished in advance to members; and the time at the meeting will be devoted to discussing unsettled points which will be presented by the author in a five minutes summary. It is thus expected to get from a single daily session as much practical good as is usually obtained from the three, and in the time thus gained to more than double the great practical value of our annual meeting by thorough study of the library exhibit."

After the meeting the following were among the instructions sent to each author concerning final revision of his chapter:

"The abstract printed in advance in the Library Journal, the full paper as prepared before the meetings, the shorthand reports of discussions, with any information from other sources specially collected for the A. L. A. exhibit, should be used in revising or rewriting the chapter to make it as practically valuable as possible for reference.

"As general editor of the volume, I shall state the plan and opportunities for discussion and revision, but shall not claim approval of the A. L. A. for the published result, as the new constitution forbids promulgating any recommendations in library economy by the A. L. A. without previous approval by the council. Each author is therefore alone responsible for his chapter. You are not restricted to what was submitted at the meeting, but are free to write now what you see fit, provided the rule laid down from the first is followed: that you state not your individual preferences, but the points of agreement and difference among competent librarians with the best statement you can make of different claims. A point of agreement does not mean that a bare majority of those consulted hold this opinion. In all cases where data has been collected the number of votes ought to be noted, at least in brackets or footnotes. On many points our discussions showed us to be practically unanimous, but wherever a respectable minority held different views they are entitled to fair mention in these chapters. We must all guard against assuming the position of an advocate of methods we personally prefer, rather than that of a judge of all those found to have substantial merits. Each author might be described as a World's Fair judge to report on the subject, as other judges report on exhibits. We must not be misled by mere numbers using certain methods, for fifty librarians may be using one form and three another form unknown to the others, but which the entire fifty-three would prefer.

"After a statement of what is being done and approved by competent judges we shall be glad to have each author add his personal views resulting from his study, provided he puts them clearly as such."

This is the plan on which these articles have been prepared. As editor I have had extended correspondence with some of the authors; with others hardly a single note has been exchanged. In some cases footnotes have been added to supply omissions, but the editor has not undertaken to supplement or modify the papers as revised.

In preparing these chapters and in collecting the international library exhibit made by the American Library Association under the auspices of the United States Bureau of Education, many thousand circulars were sent out. The returns, contain-

ing an amount of valuable technical information never before so fully or carefully collected, have all been preserved, classified, bound, and indexed, and, with the library exhibit itself, are fully available to all interested in the library museum of the New York State library school at Albany.

In behalf of library interests the world over, the editor wishes to thank the authors of these articles for the important service they have rendered to librarianship.

From his entrance on his official duties the present Commissioner of Education has shown an interest in and knowledge of modern library aims and methods which has commanded the admiration and cooperation of all interested in developing to its full possibility the great educational agency known as the public library system. The publication of these chapters where they may reach the largest number and do the most good simply adds one more to the long list of official acts which have made his administration marked at home and abroad, wherever educationists keep informed as to the work of government departments.

MELVIL DEWEY.

STATE LIBRARY, *Albany, N. Y., June 15, 1895.*

LIBRARIES IN RELATION TO SCHOOLS.

HANNAH P. JAMES,

Librarian in Osterhout Free Library, Wilkesbarre, Pa.

Object to be attained.—Dr. W. T. Harris in his address at the Fabryan house conference in 1890, on "The function of the library and the school in education," said: "The school gives the preliminary preparation for education, and the library gives the means by which the individual completes and accomplishes his education." These few words embody the sentiments of the typical modern librarian, and his chief aim is so to impress them on the instructors of youth that the schools and the libraries shall work together for one and the same purpose—the true education of man from his earliest years to the close of his earthly career.

How to begin.—First, enlist the interest of the superintendent of schools or members of the school board in a close connection between the schools and the library. In New Jersey all libraries organized under the law of 1884 have the superintendent as an ex-officio member of the library board. In other places the superintendent or some of the principals are elected as members. Minneapolis has both the superintendent of schools and the president of the university, and gains greatly thereby in a wise and intelligent administration.

Without these exceptional advantages, however, much depends on enlisting the hearty cooperation of the school board; for while the most intelligent teachers rarely need more than the opportunity to enter into the work, others have to be won over and encouraged by the impelling influence of authority. Their aid, too, is often needed in arranging the details of the work, both in school and out.

To interest teachers.—Seek personal intercourse with the teachers and explain to them the value and aim of the work proposed. Visit the schools if possible and make yourself familiar with their work. Invite

the teachers by grades to the library to examine books adapted to their classes. Ask for suggestions of books to buy. Feel a real interest in the teachers and their work, and never be too busy to pass a friendly word with them. One librarian lends pictures mounted on cardboard to teachers who do not at first care for books, and so wins them. Speak at teachers' institutes of your aims, and the great work that can be accomplished by cooperation. Do not rest till every teacher uses the library. The books are quite often of as much value to the teacher as to the pupil. Los Angeles invites teachers to join the library club and finds it most helpful.

How to aid teachers.—If possible, have some one specially fitted by training and disposition to take charge of the school work which must fall on the librarian or one of his assistants. If the latter is chosen with special reference to her fitness for aiding and inspiring the teachers, just so much more good will be accomplished. Several libraries have made such appointments, and devote Saturday mornings during term time and two hours every day after school to assisting both teachers and pupils. Lists of books for school use are prepared, sometimes classified, and with notes; written lists of new books received are made, the books themselves being shown. Call numbers are entered in Sargent's, Caller's, Hardy's, Hewins's, and other lists, and lent to the teachers.

Grades allowed use of books.—From some libraries only the high school is allowed to draw books for school use. More allow high and grammar schools, leaving out the primary school. If our aim is to educate and direct the tastes and habits of thought of the people, the work can not begin too early. Train the twig into a straight and healthy growth, if you wish a straight and healthy tree. As it is estimated that nearly half the pupils leave school at or before reaching the grammar grade, it is necessary to interest them in good books before that time, making them feel that the library has something of value to them, and is as much for them, if they will but use it, as for others. Better results will be obtained in the higher grades by pupils trained in the use of books from the beginning.

Number of volumes lent.—From 2 to 40 volumes each are allowed at one time by different libraries, the average number lent by 50 libraries being 7. The number varies somewhat, but not always according to the size of the library. A moderate limit may with advantage be established in the beginning; but later, if an earnest teacher wants and can use a large number to advantage, without detriment to the needs of other teachers, he should have them. Thirty-three libraries report no limit, leaving it to the judgment of the librarian. Milwaukee allows one volume to each pupil.

Special libraries.—What are called "special libraries" of 50 volumes each, are in some cities sent to the schools instead of, or in addition to, those lent on school cards. These are retained a specified

time—from four to eight weeks—and exchanged bodily at the expiration of that time with other schools. These “special libraries” often contain duplicates for simultaneous reading, the pupils being required to discuss the books and prepare papers on them. Detroit, Worcester, Milwaukee, Cleveland, Columbus, and other libraries use this method to great advantage. Detroit has 4,000 volumes circulating in this way, 2,000 of them in the high school. New York State appropriates \$25,000 a year for its public library division of the educational extension department,¹ and “traveling libraries” are a central feature in its most efficient practical work.

In outlying districts at a distance from the main library teachers not infrequently act as agents in receiving and delivering the library books to the people of the neighborhood. While this distribution does not come under the head of “school work,” the teacher can, if he will, exert a wise and helpful influence by aiding in the selection of the best books of all classes.

Duplicates.—Duplicates ranging in number from 2 to 100 copies are purchased by different libraries. Where all members of a class are required to read the same book for seminars or essays, large duplication is necessary. Such duplication, however, would seem to be more appropriately provided by the school boards, unless school funds are given the library directly for that purpose, as at Los Angeles, where \$5,500 a year are applied to the purchase of schoolbooks.

Where a limited number of books is lent, fewer duplicates and greater variety, unless in special cases, will be found advisable. All classes of the same grade do not use the same books at the same time. For 10 grammar schools 6 copies of any one book are usually enough. Exceptionally valuable books may require more duplicating. Variety excites interest in research and comparison. Buy carefully up to demand, rather than beyond it.

Where a limited treasury will not admit of any duplication, judicious buying, with due regard to school work, and as liberal a use of books on hand as the library can afford, will be of incalculable benefit.

The main point is to teach the children to use the library to the best advantage, to cultivate a real love of books and a thirst for knowledge.

Fiction.—Fiction, without decidedly moral or educational tendencies, is seldom allowed. While judicious teachers might often use fiction to good advantage, were it allowed to be freely drawn on school cards, there would be danger of an excessive use of it by others not so judicious. One library reports such use, and the consequent withdrawal of all library privileges. Some use historical fiction freely in connection with historical studies; some, 1 volume of fiction to 8 or 10 others; and many none at all, excepting to lowest primary grades, to incite a desire to use the books and to learn to read. In the latter

¹ By the new law of 1892 it also grants \$55,000 a year for school libraries, to be kept in the building as a part of the school apparatus.

grades the old classic fairy tales are useful in awakening the interest and imagination of those coming from ignorant and degraded homes. Following these, Andrews's *Seven Little Sisters*, Kirby's *Aunt Martha's Corner Cupboard*, with other similar books, will easily lead up to more serious reading.

As a rule, children do not need to be taught to read fiction, but by cultivating in them a taste for history, literature, natural science, etc., we may be reasonably sure that they will choose only the better class of fiction when left to themselves. And as the schools exist at great cost to the public, purely for the education of the young, it would seem to be the obvious duty of the library in its connection with the schools to furnish them only with books of a decidedly educational nature. In the high school grades standard fiction is used with advantage in the study of literature.

Limit of time allowed and care of books.—Books are usually lent for a limited period, with privilege of an indefinite number of renewals. Some issue for an unlimited period. By allowing one renewal only fewer duplicates are needed, but in consequence the children can not familiarize themselves so fully with the books. Fewer books thoroughly read are often better for the children than a greater variety with insufficient time for careful perusal. Accounting for books every two or four weeks by the teacher encourages greater care on his part. The work can be delegated to one of the pupils, under the teacher's supervision, or, as in some libraries, the assistant in charge of school work can visit the schools and renew the books, examining their condition at the same time. Torn books should be returned to the library immediately, and lost books reported and paid for by the loser, or by the whole school if the loser is unknown or unable. Responsibility for the careful use of public property is a lesson which can not be learned too early, and children will value books more highly if, in case of loss or damage, they are required to contribute a few pennies apiece to make the loss good. Grant them all possible privileges, but teach them to feel a sense of responsibility for those privileges.

Record of school circulation.—About half the libraries heard from report no record kept of school circulation, because no special system is used. A ledger account with each teacher is valuable as showing titles of books drawn. Kept in small pass books, and alphabetized by teachers' names, this method is convenient and helpful. Where a charging-slip system is used, colored slips for schoolbooks show at a glance the character, date, and amount of school circulation. By this method warning can be sent teachers, if necessary, in season to prevent fines, but if fines accrue they should be paid. While the total amount of circulation can not show the full value of the work done, it serves as an indication, and on both librarian and teachers it acts as an inspiration and incentive. Special school cards are often used, either placed in book pockets or retained at the library. In the latter

case, teacher's name and date of return are written on the book cover. Teachers are advised to write date of return or renewal on the black-board.

Influence of library on pupils.—Some librarians ask for lists of books read by each pupil, with comments on favorites. These lists are returned to the pupils with words of encouragement and advice from the librarian. Some invite children to write notes to them expressing their appreciation and wants. A letter from the librarian commending care and good use of books is greatly valued, and creates a personal feeling of friendship for the library. Better still is the custom of some to visit the schools once a year and talk with the pupils. Classes are invited to visit the library at stated times and are shown objects of natural history or science, if such form a part of it.

These methods, or any others used with a sincere desire to win the children to a love of the library, will have their reward in a great increase of interest among the young. Kindly personal influence is one of the greatest factors of success in this work.

Reference use by pupils.—Extensive use for reference is reported by nearly all libraries, some situated near the schools having daily visits from whole classes. Others, according to their ability, afford every possible aid, considering it their most valuable work. As mentioned above, Saturday forenoons and two hours after school daily are in some places devoted to the special assistance of teachers and pupils.

Class rooms.—Few libraries have class rooms designed specially for that use, but several report them as future possibilities when new buildings or additions are completed. For class work they are invaluable, as large collections of books can be examined and discussed, a love of research instilled, and a familiarity cultivated that will often lead pupils to prosecute their studies after their school life ends. Worcester has a class room for every subject—history, fine arts, natural science, etc.

Teachers' cards.—Teachers are usually allowed to draw extra books for purposes of study, the number varying from two to any number desired, but generally for a limited time. Teachers' cards are issued to all teachers whether residents or not. Books on pedagogy and kindred subjects should be provided and the teachers asked to suggest titles for their own use.

Teachers' influence on home circulation.—Some libraries report a decided influence on home circulation from school work, apart from the books lent to pupils from the school. Librarians find teachers the most efficient helpers possible in securing the entrance of good books into families which can in no other way be reached. They are the only ones who can do that work, and they should be encouraged to distribute registration blanks, and help in the selection of books for home reading by short lists or catalogs furnished them for the purpose. They should be impressed with the greatness of their opportunities for good.

ADAPTATION OF LIBRARIES TO CONSTITUENCIES.¹

By SAMUEL SWETT GREEN,

Public librarian, Worcester, Mass.

A resident of a Massachusetts town to which the Commonwealth was about to give \$100 worth of books came to secure my influence as a member of the State free public library commission to have a large part of the \$100 spent for rare and expensive books on Massachusetts history. As a large and valuable library made up principally of books of that class was soon to be given to another small town in the same county, it would have been manifestly unwise to grant this request. It seems unwise also to place a students' library in a small town where there are few who will use it. It would be better to give the library to a flourishing institution at a county seat, on condition that it shall be open for free consultation by all residents of the county, and that, under proper rules, books may be lent from it to inhabitants of smaller towns for use at home.

In this way the library would be so placed that most persons wishing to make investigations would have the books near home, and the comparatively few investigators in the smaller towns, such as the man in the town first-mentioned, would also have their interests provided for.

The trustees of the Thomas Crane Public Library at Quincy, Mass., have concluded, utilizing the experience of many years, that a working library of 15,000 volumes is sufficient to supply the general wants of the 20,000 residents of the city. It is proposed not to let the library grow beyond 20,000 volumes while the wants of the city remain what they are, and when it exceeds that number of volumes to cut it down by taking out books that never have been needed in a popular library like that in Quincy or that have become useless. It having become evident that an addition would presently have to be made to the building if the recent rate of increase should continue, it seemed best to the trustees to begin at once to reduce the size of the library. They proceeded, under the able leadership of Mr. Charles Francis Adams, to remove from the library large numbers of Government documents,

¹With this paper should be read those pages of the Chicago discussions in which it was pointed out by leading librarians that to weed out safely would require much costly expert service; that the most hurtful criticism would be attacks after inevitable cases where some one would greatly wish a book that had been withdrawn as useless; that the printed catalogs already circulated would be made untrustworthy by parting with any volume included; that what one wise and learned man would throw out as trash, another equally wise and learned would consider specially valuable because of differing personal equations. In short, that however excellent in theory, it was perhaps the most difficult thing in librarianship to put successfully in practice.

While few favored "weeding out" simply to gain room by getting rid of books little wanted, many believe in transferring to other libraries which have a distinctly greater need of them.—M. D.

unnecessary duplicates, books of an outgrown ephemeral interest, and those unsuited to the locality. Twenty-one hundred and forty-five volumes were removed immediately. The Quincy library, by adopting this course, relieves itself from very considerable prospective expenses and secures money to use in increasing its usefulness.

Part of the plan is to keep the printed catalogs of the small library up to date and to scatter copies of them widely throughout the city by selling them at a nominal price. It is always expensive to prepare and print a good catalog; it is very expensive to issue new editions frequently. Still, if a popular library is to do its work well it must introduce its constituents to its books by means of frequent revised editions of a good, printed catalog.

The Thomas Crane Library has been famous for the excellence of its annotated catalog and for lists of books on special subjects for the use of school children. It proposes in future to use more money than in the past in making, printing, and keeping up to date good catalogs, and, in order to make it practicable to do so, to keep down the number of volumes in the library, thus reducing the expenses of cataloging, and also to save money in housing its books. That is to say, it is acting on the well-established principle that a small library well cataloged, if at all adapted in the number of its volumes to the size of a town, is of incalculably greater advantage to its constituency than one many times larger but poorly equipped with catalogs.

It is a distinctive feature of the Quincy plan not to make the library a special reference library. That city is very near Boston and Cambridge, which it is well known are richly supplied with large general and numerous special libraries.

When a man appears in Quincy who wishes to make a minute inquiry on some special subject, it is proposed to refer him to the great libraries in the neighboring cities, and to confine the efforts of the trustees of the Quincy library to supplying the general wants of its constituency. Here, then, is a bold attempt at adapting a library to its constituency. Shall it be seconded?

Many will hold it unwise to discuss such a subject publicly. Remembering many ill-judged efforts at economy by ignorant, uneducated, or parsimonious men in town meetings and on library boards, they will pronounce it hurtful to libraries to point out to such men that some library experts consider it well to keep down expenses for cataloging and housing books by weeding out libraries. Perhaps they are right. Whether they are so or not, however, their objection is too late. The matter now under consideration is undergoing public discussion, and it is important that men having special knowledge of library matters should contribute now the results of their experience. Unreasonable men in town meetings and in boards of trustees must be answered, and reasonable men and women need to understand thoroughly the subject in order that their answers may be discriminating and wise.

Once, when the Librarian of Congress asked that an addition be made to the library rooms, a member is said to have urged that instead of enlarging the Capitol, the library should be weeded out. Such a plan would be regarded generally as exceedingly foolish.

There must be in many parts of this broad land large and growing libraries which will aim to gather very large general and special collections not limited to books of intrinsic merit. Such libraries will have to get many books of little value in themselves to enable students to study subjects historically. It would indeed be very silly to weed out the Congressional Library. Somewhere there should be accessible (and where better than in that library?) every book, pamphlet, and map published in the United States. The Congressional Library should be a great national library like the *Bibliothèque Nationale* and the *British Museum*.

The Quincy plan would not work well even in a place the size of Worcester, Mass., with a population of only 90,000 or 95,000, and but 44 miles from Boston, for it is a center of important educational institutions and of inquirers, and therefore needs large reference libraries. Cambridge, though very much nearer Boston than Quincy, becomes, because of Harvard University, a center where there must be a large library. It is too great an inconvenience for Harvard professors and students to rely, except for book rarities, on libraries even so near as those in Boston.

On the other hand, consider the John Adams Library at Quincy. It was collected by President John Adams in Europe and America, and undoubtedly contains many valuable books. But is it in place in Quincy? It was formerly kept in the Adams Academy, but not proving useful there, it was transferred to the Thomas Crane Public Library, where it now is. Mr. Charles Francis Adams recently said that he only knew of this John Adams Library having been consulted once in forty years, and that then he was himself the consulter. It is more convenient for Mr. Adams to make his many researches in the great libraries in Boston and Cambridge than in Quincy, and his opinion is that this library should be given to the Boston Public Library; where it would be of great value in supplementing the collections, and would be readily accessible to the class of students who would use it. Perhaps, however, Quincy would be unwilling to give up this library, which marks its connection with a very distinguished man. While it is a distinctive feature of the Quincy plan not to make the public library a special reference library, its success depends on having large reference libraries near at hand. In one respect it encourages making the library a special library, namely, on local interests and history. As to the saving in expense possible under the Quincy plan, while money is saved which would ordinarily be used in housing books and in other ways, increased expenditure, it should be remembered, is contemplated in frequent issues of improved catalogs. As I shall soon show, the plan, if well carried out, requires other expenditures.

There are many small libraries which do not need weeding. If a library needs weeding, as many undoubtedly do, will it be weeded out wisely?

Broad-minded intelligence is needful for this kind of work, as well as education and experience in library work. An expert is as much needed in this work of weeding out as in selecting books for a library at its start. Great harm might result from injudicious discarding.

Another objection likely to be made to the Quincy plan is that it would often be difficult to decide how large a library is needed in a town or city, and that this difficulty would be magnified in a growing town. Still, if a thing is desirable it should be done in spite of difficulties. Foresight must be exercised and generous provision made for the probable growth of towns, and the number of volumes changed as changes in the size of population or other considerations demand. Supposing a mistake has been made, the weeding has been made with the accessibility in view of large and special libraries in towns and cities near by. Those towns and cities will still remain near to the town which has grown unexpectedly large; their libraries will still be accessible for reference. The difference between the old state of things and the new is likely to be that the books will be used more under changed circumstances than formerly.

But how provide under the Quincy plan for students who can not afford time and money to frequent the large libraries even in towns or cities near by; and supposing this number of special inquirers becomes considerable, can you hope that they will receive a cordial welcome and sympathetic assistance in large neighboring libraries? Dangers here hinted at must be guarded against. Librarians and trustees should be on the lookout for inquirers and help them to get at the books needed.

It is proposed to help them by preparing and issuing often improved printed catalogs. Personal assistance would also evidently be needed under the new plan. In some cases it would be necessary to buy books. In others the investigator might be introduced to the officers of the library, or by some influential person to the officers of a large neighboring library with reference to his being allowed to borrow if he could not use books on the premises. The same thing might perhaps be better accomplished by a loan from the large to the small library. The small library might have to pay for this privilege. It might be desirable, if an investigator had leisure but not money, for the small library to pay his car fare to the town where the library to be consulted is situated.

Large libraries as now constituted are very obliging, and continually extend courtesies to smaller institutions. The people of Worcester, for example, every week, and sometimes oftener, have books borrowed for their use from the Surgeon-General's library, Washington, from Harvard, the Boston Athenæum, Columbia, Yale, and other libraries. Many institutions are already extending gratuitously such privileges.

Supposing it were to become the custom of small libraries to send books and pamphlets which they can get, but do not need, to large

neighboring libraries where they would be useful. Such action would lead to an exchange of various civilities. Then, too, as the desirability of having large libraries help smaller ones by loans of books becomes more and more obvious, will not persons of means give money to the former to enable them to do this kind of work for small towns generally or for particular towns in which they may be specially interested?

Mr. Adams's advice to libraries is, not to accumulate books promiscuously, but to practice a systematic differentiation in collecting. Books which cumber the shelves of one library may be of the greatest value in another. The public documents only of its own town and State, and a few of the national documents relating to matters of general interest, are in place in the library of a small town. But all public documents have come to be of the greatest service in large libraries and in libraries connected with important educational institutions. Even those which seem driest, because exclusively of statistics, are much in demand in colleges where students of history and political economy are required to examine original sources.

Mr. Charles A. Cutter said several years ago, regarding the proper disposition of pamphlets, that local pamphlets should be given to local libraries, professional or scientific pamphlets to special libraries, miscellaneous and all sorts of pamphlets to larger general libraries. This is excellent advice.

Even large general libraries practice differentiation, many of them excluding professional books and leaving special libraries in their neighborhood to accumulate them. A State library may properly make a specialty of public documents, and perhaps law books, and pay little attention to accumulating other books. A general subscription library with a constituency mainly of people of leisure may find it more useful to collect books in belles-lettres, biography, history, travel, etc., than to buy many dealing with industrial subjects. But a public library in a great manufacturing town, or a special library for architects and engineers, must specialize on technical books.

It is not proposed to destroy books taken out of libraries where they are not needed, but to place them within reach of those most needing them, either through other libraries or auction rooms or secondhand bookstores. No countenance would be given to such a proceeding as that of the administrators of the estate of the well-known collector of old books, Mr. T. O. P. H. Burnham, who are said to have sent a ton or more of material from his stock to the paper mill.¹

The people of Worcester act more wisely. They empty their attics into the rooms of the American Antiquarian Society or those of the

¹It is conceivable that after a lifetime of buying whole attics of rejected books and preserving those which no one would buy at any price, out of an immense stock there might be a ton of duplicate schoolbooks, incomplete volumes, and other books and pamphlets which could not even be given away to any library; since the large libraries would have copies and the smaller ones would not esteem them worth shelf room.—M. D.

local Society of Antiquity. Housekeepers there, too, dispose similarly of such books as turn up in spring cleaning and are found to be in the way. An extensive system of exchange is in operation under the auspices of the former society, and books and pamphlets sent to the rooms of either society, find their way to persons and libraries where they are needed, and the two antiquarian societies enrich their collections by the exchanges made.

Col. Thomas Wentworth Higginson recently stated that a trustee of the Museum of Fine Arts, Boston, told him that he spent a considerable part of his time in refusing gifts offered to the museum. This trustee is probably wise in declining gifts. There are many books and pamphlets offered to libraries which they would not find useful. These should be accepted only on condition that they may be placed wherever they will be most valuable.

Differentiation is specially desirable in the smallest libraries. When but little money is available for buying books the small amount should be spent with closest regard to actual needs of the constituency. Not infrequently intelligent entertainment and elementary instruction will be the principles that should guide in selecting books for small libraries. With intelligent cooperation several small neighboring towns might adopt to advantage the suggestion that each of them spend a few dollars a year on a specialty, such as botany, geology, zoology; every town taking a different specialty and all lending to one another.

This paper favors in the main the selection of books with special reference to the actual existing needs of the users of the library. Such an institution as the flourishing public library of Providence, R. I., might properly, if allowable for any library in cities of moderate size, add to its general work some specialty of limited interest. Mr. Foster, its librarian, has recently stated, however, that he thinks that notwithstanding the reputation which the famous Harris collection of poetry gives to the library throughout the country, it is the best for that library to devote itself almost exclusively to supplying the general needs of Providence.

In conclusion, it may be stated that Mr. Adams does not claim that the plan of weeding out libraries adopted at Quincy has never been thought of before. He was not indebted to any book for the idea, but it had occurred to other persons before. Action upon it had always been recommended. Mr. Adams has taken the bull by the horns. He has put the plan in execution and to a considerable extent has systematized it. He has also called attention to it and made it a living subject for discussion.

AIDS TO LIBRARY PROGRESS BY THE GOVERNMENT OF THE UNITED STATES.

By A. R. SPOFFORD, LL. D., Librarian of Congress.

Whatever may be the opinion of librarians or of the public as to the adequacy of the service rendered to libraries by our Government, it is at least certain that it has been enough to call for worthy recognition at our hands. While it can by no means be affirmed that the Government has been consistently liberal, it would be equally untrue to assert that it has been consistently niggardly. The Congress of Senators and Representatives, which is alone responsible for the opening and shutting of the national purse strings, is a continually changing body, of brief official tenure. It results that a certain caprice or uncertainty attends the making of appropriations for scientific, educational, and specially for literary objects.

The enlightened and large-minded men whose zeal for the widest diffusion of knowledge through libraries may lead to generous legislation in one Congress may not be reelected to the next.

I will venture to lay it down as a postulate that this Government of the people owes to the libraries of the country all the aids which a due regard for constitutional limitation will allow. Such aids should by no means be confined to libraries at the seat of Government, which may seem to be more peculiarly within its cares. The most obvious and practically useful means of extending such aids is a wider and more complete distribution of all books printed at the expense of the Government. This method, being but a simple extension in the interest of public intelligence of legislation for more than half a century on the statute books, ought also to be more free from cavil and objection than any other. A thoroughly digested system of such enlarged distribution has been often put before the committees of Congress through the aid of this association, and just as often has been rejected, or has failed of passage in one or the other House of Congress. The reasons of these repeated failures, complex as they are, have been fully treated by the members of successive committees of our members in charge of this subject.

In this summary of what has hitherto been done in aid of libraries, complete details can not be given. But I may properly mention some of the more remarkable contributions which have been made to public libraries through the agency of Congress, in the form of publications not emanating from any Department or Bureau of the Government, and hence not constituting documents entering into the ordinary channels of distribution. By far the most costly and extensive publication ever undertaken by the Government was the narrative and the scientific results of the United States Exploring Expedition round the world, in 1838-1842, under the command of Capt. Charles Wilkes. This vast undertaking, though strictly limited to an edition of 100 copies, and

never completed, cost this Government from first to last \$242,460.55. This enormous sum was of course exclusive of any expenses of the expedition itself, and covered—

- (1) The labor of many scientific experts in various fields;
- (2) The finest engravings which the art of that day could supply;
- (3) The choicest paper, of heavy satin finish;
- (4) The hand-press work of the best printers, and
- (5) Binding in the heaviest and most durable of Turkey morocco, full gilt.

Eighteen volumes of text in quarto, and 11 folio atlases of maps and plates were finished up to 1861, when Congress, already more than impatient at the renewed and heavy demands for money to carry on a work of which none could predict the ultimate cost, brought it to a close by refusing further appropriation.

The 100 sets printed were by law distributed thus: 34 copies to foreign Governments; 1 copy to each State in the Union; 6 copies to specially designated institutions or individuals; the remainder to be reserved for future States when admitted to the Union. Repeated fires in printing offices consumed 30 copies of certain volumes before distribution could be made, so that even the meager diffusion of the work to libraries was never fully carried out. Still, it is to the credit of the liberality of Congress to have engaged, in those days of small things and of strict construction, in putting into permanent literary form the scientific results of an exploration which had awakened world-wide interest. The original sin of the undertaking lay in limiting the edition to 100 copies, and sending all the American distribution to libraries at State capitals, and nowhere else. Thus, Albany has a set of this great exploring expedition, while New York City has none. Columbus, Ohio, is endowed with the costly volumes, but Cincinnati scholars can not see them without traveling 100 miles. Jefferson City has a set, laid to sleep under dust year by year, while St. Louis has none. Springfield, Ill., in its State library, has these rare and precious volumes, perhaps never consulted with serious purpose by one visitor in a year, while the great metropolis of studious research, Chicago, can not show a copy of one of the most notable of purely American books. This remarkable history of a Government's doing a very liberal thing in a very niggardly way, adds point to the suggestion that if only 100 more copies had been printed, their distribution would have supplied every library in the United States at that day having 5,000 volumes. This added number would have cost merely the price of paper and presswork—a mere trifle in comparison with the vast sum squandered in diffusing much less than half the benefit.

Besides, the Government might have printed for a much wider distribution the five-volume Narrative of the United States Exploring Expedition, a popular and interesting work, published only by private enterprise. In short, this mismanaged and truncated publication is to

be instanced as a model to be avoided in future undertakings of a similar nature.

Among other notable Government contributions of special value to libraries have been Force's American Archives; or, Documentary History of the American Revolution, the publication of which extended to 9 volumes in folio (1837-1853); the American State Papers, 38 volumes folio (1832-1861); a republication of important Government and Congressional reports and documents, from 1789 to about 1837; Commodore Perry's Narrative of the United States Expedition to Japan, 3 volumes quarto (1856); the Writings of Thomas Jefferson, 9 volumes (1853), 300 sets of which went to libraries and institutions of learning; the Madison Papers, 3 volumes (1840), and his writings in 4 volumes (1865); the Charters and Constitutions of the United States, 2 volumes (1878); and the collection of French documents, entitled "*Découvertes et Établissements des Français dans l'Ouest et dans le Sud de l'Amérique Septentrionale*," 1684-1754, edited by P. Margry and printed at Paris in 6 volumes (1876-1886); and the Annals of Congress; or, Debates and Proceedings of that Body from 1789 to 1824, 42 volumes, octavo, (1834-1836), of which 300 sets were distributed to libraries and other public institutions.

Worthy of our highest recognition is the circulation at Government expense of the extensive work on the Public Libraries of the United States; their History, Condition, and Management, published by the Bureau of Education in 1876. This was followed by a distribution of the second part of the work, Rules for a Dictionary Catalogue, by C. A. Cutter. The Statistics of Public Libraries in the United States, printed by the Bureau of Education in 1886, and about being issued in a new edition to 1893, adds another signally useful publication, widely given to libraries all over the world.

The action of Congress in making books imported for libraries free of duty is another service, which, though long delayed, merits our hearty commendation.

There should be added to this regulation something which our association has long sought but has not seen realized—a greatly reduced rate of postage on library books sent through the mails.

Another service to libraries, both at home and abroad, rendered by our Government, and not so widely known as it should be, is the annual defraying of the cost of foreign exchanges through the Smithsonian Institution. Though the principal credit for this widely useful system by which American libraries may send abroad, and foreign libraries to the United States, books to institutions of learning, is of course due to the Smithsonian Institution and the admirable system established by it, yet Congress has latterly devoted thousands of dollars toward the expenses of the exchange, where before it devoted hundreds. It is to be added that the library of the Government receives the custody and use of the publications annually received as the fruit of exchanges by the Institution of its own publications.

The Government has further benefited the libraries of the country by printing, at its own expense, for years past—

(1) The Proceedings of the National Academy of Sciences, founded in 1863;

(2) Annual Reports of the American Historical Association (since 1889); and

(3) Annual Reports of the Smithsonian Institution, full of valuable scientific papers.

All these enjoy such distribution to public libraries as is provided for regular Congressional documents under existing laws.

Another and more direct aid to libraries by Congress is to be found in the foundation and increase of the various Department and Bureau libraries at the seat of government. The most extensive of these special collections is the library of the Surgeon-General's Bureau at the Army Medical Museum, numbering 104,300 volumes. The elaborate catalog of this collection, the largest assemblage of publications on medicine, surgery, and hygiene in the world, has been printed wholly at Government expense, costing, up to date, for printing and binding about \$174,000, aside from the cost of its preparation.

Beside the national collection in the Library of Congress, the Government has also founded and extended the following Department libraries:

Library of—	Number of volumes.	Library of—	Number of volumes.
Patent Office.....	50,000	United States Naval Observatory....	13,000
Department of State.....	50,000	Light-House Board.....	3,600
War Department.....	30,000	Signal Office United States Army...	10,540
Navy Department.....	24,518	Museum of Hygiene, Navy Department.....	9,988
Treasury Department.....	21,000	Solicitor of the Treasury.....	7,000
Department of Justice.....	21,500	Nautical Almanac Office.....	1,600
Department of Agriculture.....	20,000	United States Hydrographic Office....	3,168
Interior Department.....	11,500	United States Fish Commission.....	2,655
Post-Office Department.....	10,000	Marine Hospital Bureau.....	1,800
Geological Survey.....	30,414	Executive Mansion.....	2,000
Coast Survey.....	12,000		
Bureau of Education.....	45,000		
Bureau of Statistics.....	4,200	Total (23 libraries).....	385,431

There are also many minor collections of books in various bureaus. All of these have been built up by Congressional appropriations.

But the most extensive outlay for library purposes by our National Government has been the establishment and constant increase of the Library of Congress, more appropriately designated by Jefferson "the Library of the United States." This name was bestowed on it in his catalog of 1815, when his library, bought by Congress, constituted the entire collection. A more limited designation appears to have been preferred by Congress in that day of small things, before any idea of a national library had dawned on the legislative mind, and has naturally been perpetuated in the statutes. Beginning with the modest appropriation of \$5,000 in 1800 "for the purchase of such books as may be necessary for the use of Congress at the city of Washington," etc.,

the library grew very slowly for half a century, till, in 1851, a fire in the Capitol consumed all but 20,000 volumes of the collection. Congress, with praiseworthy liberality, at once appropriated \$75,000 in one sum for buying books and \$72,500 for rebuilding the interior in solid iron. Up to 1893 the appropriations for books and periodicals have aggregated nearly \$800,000, about \$150,000 of which represents the replacement of books destroyed by two fires.

Another provision of law by which our national library is steadily enriched is the system of international exchanges. Fifty sets of all Congressional and executive documents and other publications of the Government are annually set apart to be furnished to foreign governments in Europe and America. The returns, though fragmentary and incomplete, have brought to the Library of Congress many thousand invaluable accessions, not only of parliamentary and legal publications, but of scientific and literary works.

One principal source of the rapid growth of the library of the United States has been, and will continue to be, the copyright publications, which are deposited therein in pursuance of the law conferring exclusive rights of publication, coupled with the requirement of two copies of each work protected by copyright for permanent deposit at Washington. This law, though very imperfectly complied with prior to 1870 (when the business of keeping all copyright records was transferred to Washington, and has since formed an integral and laborious part of the duties devolved upon the Librarian of Congress), since then has become a most important means of enriching the library. The wisdom of the legislation which established the system is amply attested by the valuable accessions annually accruing; and in view of the fact that the great government libraries of Europe owe so large a proportion of their invaluable stores to the copyright privilege, it is manifest that the law of growth of our own national library is coextensive with the literary and scientific development of the country which it represents. The service rendered to the world of letters by the preservation in a fireproof repository at the seat of government of an approximately complete series of the nation's literature can be best appreciated by librarians, who know by experience how rapidly books tend to disappear from the market, till it is literally true that many works owe to public libraries their sole chance of preservation.

The wise and liberal provision, after years of delay, for a separate library building of the most ample dimensions, of absolutely fireproof materials, and on a plan combining utility and beauty in a high degree, is most creditable to the ultimate judgment and liberality of Congress. The extent of accommodation for books will be 4,500,000 volumes, and the limitation of cost \$6,000,000, to which is to be added the sum paid for the site, \$585,000. Three more years will witness the completion of a library edifice which, for capacity, for convenience, and for architectural beauty, promises to be worthy of the nation and of the age.

BRANCHES AND DELIVERIES.

By GEORGE WATSON COLE,

Public librarian, Jersey City, N. J.

The success of any library; be it reference or circulating, may be properly measured by the extent of its use. Anything which will help to increase its use, therefore, must tend toward its success. Reference libraries, no less than circulating, may do this by enlarging the number of volumes and making them specially strong in certain lines, thus attracting to their use those interested in them; in other words, by specializing in selection. As the success of a reference library depends on increasing its readers, this can only be brought about by extending as widely as possible information as to its resources.

The public or circulating library must use all these means to secure readers, but is not restricted, as is the reference library, to drawing readers within its portals. Experience has shown that many people who will not go far out of their way to secure books for home reading will use a library if its books can be brought conveniently near to them. The reader needs stimulating, and in order to reach him in towns covering large areas, or having distinct centers of population, several enterprising libraries have established branches or delivery stations, at points sufficiently accessible to overcome this natural inertia inherent in the general reader.

As yet little attention has been paid to this phase of library management either by the American Library Association or in the *Library Journal*. It has therefore been necessary, in order to secure data for an intelligent treatment, to communicate directly with all such libraries as from their size, character, location, or surroundings were judged most likely to have adopted either or both these means of increasing their usefulness.

The list of libraries from which information was asked was carefully selected from the United States Bureau of Education's List of Libraries, 1886; the third report of the Free Public Library Commission of Massachusetts, 1893, and Greenwood's Public Libraries (3d edition, 1890), which named a number of English libraries that had adopted branches.

Certain classes of libraries were omitted, for obvious reasons, such as college and State libraries, and such others as were known to be purely reference libraries.

The following questions were sent:

1. Does your library make use of branches?
2. How many?
3. Number of assistants employed in the respective branches and cost of maintenance?
4. Location and distance of each from main library?
5. Number of volumes in each?
6. Number of volumes added annually to each, and their cost?
7. Are volumes in branches duplicates of those in the main library?
8. Are there reading rooms in the branches?
9. How extensively are they supplied with newspapers and periodicals?
10. What facilities are provided in the line of works of reference, cyclopedias, dictionaries, atlases, etc.?
11. Can patrons of branches draw books from the main library?
12. Is this done directly from the main library, or only through the branches?
13. If in the latter way, how are books transported from main library to the branches?
14. Does your library make use of delivery stations?
15. If so, how many?
16. Location and distance of each from the main library?
17. In what manner and how often are collections and deliveries made?
18. What compensation is made for transportation?
19. What for services of station keepers?
20. Total circulation for the fiscal year ending ——— 189—?
21. Average cost of circulating each volume?
22. What proportion of your entire circulation for home reading is made through the stations?
23. Are there reading rooms in connection with them?
24. If so, expense of maintenance for services and supplies respectively?
25. Do you make use of a combination of branch libraries and delivery stations? If so, please explain their working.
26. From your experience, what changes would you make in your system were you to begin again?

Librarians were also requested to send all information as to their methods, and also add any remarks more fully explaining their different systems.

From about 175 letters sent out, affirmative replies were received from 47. Either from want of statistics or a want of appreciation of the information desired, many replies furnished little of value as to methods pursued and results attained.

Outside of Massachusetts and New York, there is hardly a State of the 14 reporting where more than one library employs either of these aids to circulation.

Of libraries reporting branches, eight report 1 branch, five 2 branches, three 3 branches, two 4 branches, two 5 branches, one 9 branches, one 13 branches, or a total of 67 branches.

Of libraries reporting delivery stations, five report 1 station, three 2 stations, four 3 stations, two 4 stations, two 6 stations, three 10 stations, one 11 stations, one 30 stations, making a total of 114 deliveries.

Of those reporting both branches and delivery stations, one reports 1 branch and 2 delivery stations, one 1 branch and 6 delivery stations, one 4 branches and 4 delivery stations, one 8 branches and 14 delivery stations, giving a total of 14 branches and 26 delivery stations.

Taken by location the reports stand as follows:

	Libraries.	Branches.	Deliver- ies.
California.....	1	0	1
Illinois.....	2	0	33
Indiana.....	1	0	10
Maryland.....	1	5	0
Massachusetts.....	25	25	60
Michigan.....	1	2	0
Minnesota.....	1	4	4
Missouri.....	1	1	0
Nebraska.....	1	0	1
New Hampshire.....	1	0	1
New Jersey.....	1	0	11
New York.....	3	7	10
Ohio.....	1	1	0
Wisconsin.....	1	1	6
England.....	6	35	0
Total.....	47	81	140

A list giving fuller details is herewith appended:

States, etc.	Names, etc.	Branches.	Deliveries.
California:			
San Francisco	Mercantile Library Association		1
Illinois:			
Chicago	Public library		30
Monmouth	Warren County Library		3
Indiana:			
Indianapolis	Public library		a 10
Maryland:			
Baltimore	Enoch Pratt Free Library	5	
Massachusetts:			
Abington	Public library	1	
Agawam	Free public library	3	
Arlington	Robbins Library		1
Beverly	Public library	1	2
Boston	do.	8	14
Brockton	do.	b 2	
Cambridge	do.		6
Dedham	do.		1
Framingham	Town library		2
Haverhill	Public library		3
Lanesboro	Town library	b 1	
Leicester	Public library	c 3	
Leverett	Free public library	1	
Lexington	Cary Library	1	
Newton	Free library		10
Northampton	Public library	1	
Norton	do.		1
Quincy	Thomas Crane Library		4
Revere	Public library		3
Somerville	do.		2
Templeton	Boynton Public Library		3
Weymouth	Tufts Library		6
Windsor	Public library	2	
Woburn	do.	1	
Wrentham	do.		2
Michigan:			
West Bay City	Sage Public Library	2	
Minnesota:			
Minneapolis	Public library	4	4
Missouri:			
St. Louis	do.	1	
Nebraska:			
Omaha	do.		a 4
New Hampshire:			
Concord	do.		1
New Jersey:			
Jersey City	Free public library		11
New York:			
Brooklyn	Brooklyn Library		10
New York City	Free circulating library	5	
Do.	Mercantile Library	2	
Ohio:			
Cleveland	Public library	1	
Dayton	do.		(d)
Wisconsin:			
Milwaukee	do.	1	6
<i>English libraries.</i>			
Birmingham	Free libraries	e 9	
Liverpool	Free public library	3	
Newport	do.	f 2	
Nottingham	do.	13	
Sheffield	Public library	4	
Swansea	do.	4	

a To be opened October, 1893.

b Branch deliveries.

c Distributing agencies.

d Expect to start delivery stations.

e Two now being built.

f Branch newsrooms.

That more libraries have not adopted branches or delivery stations is because their establishment is an experiment, evolved in the growth of the free public library system.

The libraries in this country, as elsewhere, have passed through several stages of which this is one of the latest. Where branches or

In the first stage of library development more attention was paid to amassing a creditable collection of books than to putting it to a practical and extensive use. The library, looked at from this standpoint, became a mere storehouse where information might be found by a privileged few, provided they knew where to look for it themselves, which was extremely doubtful; or provided the custodian of the collection could put them on the track of the information for which they were in search, which, considering the lack of suitable arrangement and catalogs, was highly improbable. Such collections of books began to be formed in this country contemporaneously with the founding of our older institutions of learning, and to this highly commendable spirit we owe most of our large reference libraries, of which the college and State libraries, and those of historical and other societies, having for their particular aim the collecting of books on special subjects are excellent types. The primary aim of these libraries was to meet the needs of a restricted class—scholars and students of special subjects—rather than to cater to the intellectual requirements of the general public.

The second period or stage of library development was begun when attention was first called to organizing public libraries about forty years since. It was the leading principle of the originators of this class of libraries that much might be done for the cause of education and for the entertainment of the general public by libraries having for their primary aim the circulation of books for home reading. As the people were to be beneficiaries it was but another step in this movement to decide that these libraries should be established and maintained at the expense of those for whose benefit they had been called into being. Thus rose the laws for the founding and maintenance of public libraries by taxation.

In this country the Boston Public Library stands foremost as a type of this class, and its history is the history of the free public library movement which forty years ago began to stir not only this country but England. Following, as it did, the first stage of library development, its promoters naturally adhered strongly to the ideas which had prevailed respecting the functions of a library down to that time. We therefore see in its Bates Hall the great importance attached to its reference department.

The free public library idea spread rapidly in New England, and especially in Massachusetts, till now no town or city government is considered to have performed its duty to its citizens unless it has provided them with a tax-supported public library.

So great are the advantages which have risen from founding public libraries that the policy has rapidly spread throughout the country, and to-day we see libraries springing up in nearly every town and city where they have not heretofore been established. This impulse has been greatly accelerated by the wide-reaching work of the American

has doubtless done more to advance the cause of the free public library movement in this country than all other causes combined.

Those having the management and care of our public libraries at heart have come to realize that the mere fact that a town or city has a well-equipped library, from which the public are free to draw books for home reading, does not necessarily mean that all the requirements for its most successful operation are fulfilled. A prominent librarian has well said that the time has come when it is as unreasonable to require the people of a large town or city to depend on a single library from which alone they can draw their books as it is to require them to buy all their groceries or meat at one store or market, or that they shall all attend the same church.

This spirit has brought about the third stage of library development in which its promoters aim to carry the library and its benign influences to the very doors of the people. This stage is one of recent growth; it might perhaps be more accurate to say it is even now in its formative period, for outside one or two leading libraries, branches and delivery stations are creations of the last few years, and are even yet in their experimental state, though in nearly every case yielding surprisingly gratifying results.

No reference was made to this phase of library effort in the 1876 report on public libraries, exhaustive as was that document, and we look in vain for much light on this subject in the *Library Journal*, which contains the fullest history of the libraries of this country that can elsewhere be found.

While it is generally admitted that in towns or cities of large area or having distinct centers of population the benefits of branches or delivery stations are great, there is difference of opinion as to which is better. In many places the difference in expense settles the question of itself, as delivery stations can be successfully carried on at a far less cost than branches. It may be questioned whether, in cases where funds permit a choice, it is good policy to use public money in building up a series of branches, which are largely counterparts of each other and of the main library; thus scattering funds in forming several small libraries, rather than in building up a strong central library.

Branches and delivery stations are managed in various ways:

1. Delivery stations.—We find the delivery station pure and simple, where books are collected and sent to the main library, and are there exchanged for new ones which are returned to the station where the borrowers get them. All accounts are kept at the library, the station being only a conduit through which books are sent and received.

The library reporting the largest number of delivery stations, without other appendages, such as reading rooms or reference libraries, is the *Texas City Free Public Library*. This library first opened 7 sta-

now 11 are in successful operation. They are located from 1 to 4 miles from the library. Collections are made in the morning, and deliveries in the afternoon of the same day by a hired delivery wagon. About \$2,000 a year is now paid for transportation. The station keepers are paid one-third of a cent for each volume, or borrower's card, returned to the library. The total circulation for the year ending November 30, 1892, was 172,225 volumes, or 49.9 per cent of the total circulation for home reading. The total cost of maintaining these branches was \$2,230.54, an average of nearly 1.3 cents a volume.

2. Distributing agencies.—The plan suggested by the New Hampshire board of library commissioners uses what may be called distributing agencies, in distinction from delivery stations. Enough books to meet requirements are sent to these agencies at stated intervals, say of one, three, or six months. For the time being these form the stock of the agency, and are distributed to borrowers and returned to be circulated again and again, till they are replaced by a new supply from the main library. While they are at the agency all accounts with the borrower are kept there independently of the main library.

The first report says:

One of the most troublesome questions arising in many towns whenever the establishment of a library is advocated is that of location. Local jealousies are stirred up afresh and sometimes with the result of hindering the establishment of a library. In several cases, where there were two or more villages in a town there has been a disposition to establish an independent library in each village. It has been the policy of our board to recommend the establishment of one central library, and then, if it was found necessary to have some better facilities for the distribution of books, that distributing agencies be established as might be convenient. In this way all records could be kept at the central library, and whenever books were transferred to the agency the same could be charged and then credited when returned.

The manifest advantage of such a system is that the library accounts could be more accurately kept than if the libraries were more or less independent; and, again, the exact location of every book could at any time be ascertained at the central library (p. 11, 12).

Then follow resolutions and rules relating to their operation.

One small library only, the Leicester (Mass.) Public Library, reports this plan in operation. It originated at that place in 1869, and there are four agencies, which have been in operation ever since. These agencies are not strictly such as are planned by the New Hampshire commission, inasmuch as it is reported that they have "a very few permanent volumes." The town numbers 3,000 inhabitants, and the total annual income for library purposes is but \$480. About 60 volumes are sent quarterly to each of its four agencies. This interesting case shows what can be done in small towns with limited incomes.

The public library at Cleveland, Ohio, and also that at Milwaukee, Wis., is successfully carrying on a similar work, but uses schools instead of agencies as distributing points. A full account of the working of this plan is given by W. H. Brett, librarian of Cleveland, in a paper on "The relations of the public library to the public schools," read by him.

before the department of superintendence of the National Educational Association, held in Brooklyn, N. Y., February, 1892. This paper is printed in full in the proceedings, and has been separately reprinted.

3. Delivery stations with reading rooms.—Probably the best, and certainly the largest, example of delivery stations, at which are reading rooms and a small library containing only books of reference, is that of the Chicago Public Library. This library has 30 delivery stations, located at from 1 to 7 miles from the library. Collections and deliveries are made the same day by four delivery wagons, each of which is paid \$1,350 a year. The station keepers are paid \$10 a month for 500 volumes or less; \$2 a hundred from 500 to 1,000 volumes, and \$1 for each 100 volumes over 1,000. The total circulation through the delivery stations during the year ending May 31, 1893, was 422,812 volumes, or about 43 per cent of the entire circulation, the average cost of circulating each volume being about 2.87 cents.

At six of these branches are reading rooms, each containing a file of from 80 to 100 periodicals, and from 500 to 1,500 volumes for reference use only. These were maintained in 1892-93 at a total expense of \$12,114.51.

4. Branch libraries.—We find branch libraries pure and simple, or those that circulate their books independently of the main library, but which report to it, and whose borrowers are permitted to use it whenever they wish to do so.

The best example of this class is the Enoch Pratt Library, of Baltimore. This library was started in 1886 with four branch libraries, costing \$50,000; a fifth has since been added.

These branch libraries are in different quarters of the city, from 2 to 4 miles distant from the central library. They are stocked with 45,363 volumes, or more than half as many as are in the main library at Mulberry street, which contains 77,410 volumes. These branches therefore represent an expenditure of not far from \$100,000. Two assistants and a janitor are employed in each branch at an annual cost of \$840. The buildings will hold about 15,000 volumes each, but it is proposed to limit the number to 10,000. This limit has already been nearly reached. The reading rooms are supplied with from 20 to 30 current periodicals, but newspapers are not taken. A few reference works are also provided in each.

During the year ending January 1, 1893, there were circulated from these branches 184,500 volumes, or a little over 40 per cent of the entire circulation of the library, which was 452,733 volumes. A comparison of the average expense of circulating each volume would be interesting, but want of sufficient data prevents this being given.

The librarian, Bernard C. Steiner, believes in delivery to branches, and intends to introduce it, in which case he would probably buy fewer books directly for the branches, thus keeping the number of volumes in the branch libraries within the proposed limits.

5. Combined branch libraries and delivery stations.—The most prominent of the few examples of this combined system is the Boston Public Library. It carries on 8 branches and 14 deliveries. There are in these branches 139,281 volumes, ranging from 32,410 in the Roxbury branch to 11,192 in the South End branch. In these branches 42 persons are employed as librarians and assistants. In their reading rooms the best monthly and weekly illustrated papers are supplied, and each branch is provided with good cyclopedias, dictionaries, and other works of reference. Fourteen delivery stations are conducted in connection with the main library and its branches. Deliveries are made not only to the delivery stations, but also to the branches, in strong boxes, sent out daily by express. The station keepers are paid \$250 a year for services, rent, and light. In some of the deliveries are reading rooms. During 1892, there were distributed through the branches and deliveries 479,632 volumes (if we read the report correctly) out of a total circulation for home reading of 719,063.

In this case the establishment of branch libraries was not undertaken till after the main library had amassed a collection of over 150,000 volumes, thus having a strong central library with which to begin its extending work. The gradual growth of the city by the annexation of its various suburbs gave it an opportunity of bringing under its management the various libraries which had previously been independent. This was of great advantage to the smaller libraries, as practically they added to their own resources those of the public library, which was many times their size.

Unless the parent library is already firmly established and has a large and strong collection of its own, with abundant financial support to carry it on successfully, as in this case, it may not be wise to scatter its funds in forming branches. No city seems better adapted by geographic conformation and various centers of population for carrying on successfully a system of branches and delivery stations than Boston, yet the librarian, T. F. Dwight, thinks that were the work to be begun anew he would employ delivery stations only.

Other means of increasing the usefulness of libraries, of an analogous nature, are carried on by many libraries, such as the departmental libraries in colleges and universities. There is, however, this distinction, the departmental library is the setting aside in a convenient location of books relating to a special subject or group of subjects for use by those making special studies in those subjects, e. g., chemical books in a laboratory, botanical works in an herbarium, or books on political economy in its class room. This does not contemplate that the books shall be duplicated in the main library; it is rather a practical sequestration to make them more useful or convenient to those specially interested in them.

Branch libraries, on the contrary, while not actually contemplating a duplication of the central library, really become so to a very great

Another means of creating interest in books and their use is illustrated by the traveling libraries now sent out from the State library in Albany to different parts of New York. This method is analogous to the distributing agencies recommended by the New Hampshire State library commission, but has a larger area of usefulness and is designed primarily to stimulate an interest in reading and the eventual founding of libraries in the places to which they are sent.

To sum up, it seems to be the generally accepted opinion, so far as can be discovered from the libraries making use of either of these systems or their variants, that in large cities or towns where existing libraries can be brought under the management of a strong, well-equipped, and efficiently managed public library, the arrangement is for their mutual advantage.

If, however, the enterprise is a new one, it is thought by many a much better policy to confine the collection of books to a single main library, making it large and strong in works which individuals can not afford to buy for themselves—expensive art works, scientific and technical works, sets of periodicals, publications of learned societies, dictionaries of various languages, etc. A library thus thoroughly equipped is a power in its community, and may then well become a point from which distribution can be made to different localities within its area by deliveries and agencies.

The question as to the best system for any particular library to follow must, therefore, be largely one of policy, governed by local requirements and the means which the library can command.¹

HEATING, VENTILATION, AND LIGHTING OF LIBRARIES.

By NORMAND S. PATTON, Architect, Chicago, Ill.

The problem of heating, ventilating, and lighting libraries does not differ essentially from the same problem in other buildings where people congregate. Therefore it is not a library problem, except in some special applications, and it is not so important to know the opinion of librarians on these topics as that of architects and sanitary engineers. I will try to give, in condensed form, the opinions of the best authorities on heating, ventilating, and lighting, not as a scientific treatise, but as practical hints, to which will be added a consideration of the portions of a library which require special attention and where mistakes are most likely to be made.

¹ Discussion brought out the great disadvantage of the delivery station as compared with the branch, for it left out the personal work in guiding reading which is so vital to the best results, also that after a hard day's work people will go to a reading room in a branch near home when, if there were none nearer than the central library, they would stay at home or drop into a neighboring saloon. If means allow, the best plan seemed a branch with reading room equipped with reference books, periodicals, and a small stock of general literature and, most important, with a skillful attendant to give needed personal assistance in selection. But this more thorough provision is clearly much more costly than the delivery station.—M. D.

HEATING AND VENTILATION.

These topics can not be considered apart from each other, because all the air brought in for ventilation in cold weather must be heated, and the kind of heating apparatus used has much to do with the system of ventilation that accompanies it. A perfect system will give independent control of the heating and ventilation, so that any room may be heated with or without ventilation, or ventilated with or without heating. This separate control of heating and ventilation is necessary because the two are not needed in the same relative proportion in different rooms, or in the same room at different times. Thus, if the number of occupants in a room be increased, the ventilation should be increased, but the heat diminished.

Heating.—Heating is to offset cooling. A building is cooled in two ways: (1) By loss of heat through outside walls, windows, and roof; (2) by introduction of cold air for ventilation. The ordinary rules by which steam fitters figure the size of their apparatus are based on the cubic contents of the building. These rules are utterly useless and misleading, because in buildings continuously heated, the cubic contents has no more to do with heating than has the color of the librarian's hair. When a cold room is first warmed, the whole volume of air and the substance of walls and floors must be heated, requiring an excess of heating over what is needed to maintain the temperature once gained. For this reason there must be a reserve power that can be called on to heat up quickly, as on Monday morning if the building has been cold on Sunday. When the air in the building is once heated its volume does not concern us; we need only restore the heat it loses. If a partition stands between two rooms, both of them warmed, it can not cause a loss of heat. The only walls that cool a room are those exposed to the weather. A large room exposed only on one end and having two windows would require less heating than a room say one-third the size exposed on two or three sides and having four windows. The glass of the windows, on account of its thinness, loses more heat than the thick walls; a square foot of glass losing as much heat as 5 to 10 square feet of wall surface. The amount of heat required by various rooms, aside from the ventilation, will be in proportion to the amount of glass surface and its equivalent in exposed wall surface. Steam-heating contractors generally put enough radiation in a building, but fail to distribute it properly, overheating some rooms while others are cold. Attention to the above principle will avoid this result. The roof often allows great loss of heat. Walls are thick and usually have air spaces, but roofs are often thin, permitting escape of heat in winter and admitting it in summer. Roof plank should be 2 to 3 inches in thickness, and a tight floor laid in the attic to retain the warmth in the rooms below.

Our second source of cooling is the air admitted, whether unintentionally through the cracks, or intentionally as ventilation. This air must be heated. Ventilation costs in proportion to its efficiency.¹

Apparatus.—The method of heating is often decided by the money available. The best method is by hot water. Its advantages over steam are: (1) A perfect control of temperature in all kinds of weather without use of complicated attachments; (2) greater economy of fuel. Steam is either boiling hot, or there is no steam at all. Therefore, in mild weather, the building, if heated at all, is overheated, with a corresponding waste of fuel.

For a building of moderate size, a hot-air furnace is by no means to be despised. It will give better ventilation than steam or hot water, as ordinarily put in, and is much cheaper in first cost.

Still another method of heating deserves to be better known—the combination of hot air and hot water. This is obtained by inserting a water-heating coil into a hot-air furnace, and connecting it with radiators. This retains all the advantages of the hot-air furnace and adds the direct radiation which can be carried to points too distant to be reached by hot air. It is intermediate in cost between hot air and hot water, and is more economical of fuel than hot air alone.

Ventilation.—The amount of ventilation depends on the number of occupants of a room. In order to maintain a proper purity of atmosphere, there should be supplied not less than 30 cubic feet of air per minute for each person. As the air in a ventilating duct rarely moves more than 300 feet per minute, it will be seen that we require a ventilator about 1 foot square for every 10 persons. If gas is used for lighting, additional ventilation is required; each gas burner being counted equivalent to 5 persons in vitiating air. If a reading room is occupied for several hours at a time, no less than the above amount of air should be provided; but if a room is large in proportion to the number of occupants, and is occupied for only a short time, we may allow for the large volume of fresh air with which we start, and reduce ventilation somewhat.

The book room being large in proportion to the number of occupants, the leakage around the windows may provide sufficient air, or windows can be opened where the draft will not be felt; but if many are admitted to the shelves, it will be well to provide for changing the air once or twice an hour.

Taking up the question of the means of producing the desired ventilation, there are several important principles to be observed. First, air will not move unless positive force is applied to it. To build a ventilator will not necessarily make ventilation. The forces used to move air are two: first, the mechanical method by means of a fan

¹ The thermostat attachment for automatic regulation of the heat was commended by some who had found it very useful. Warnings were given from others against

driven by a steam engine or other motor. When an electric current can be obtained, a fan driven by this power gives a convenient and positive means of ventilation. We may use a fan to force in the fresh air or to exhaust the foul air, or in large buildings we may use both, thus getting a most complete control over the air currents. Such an apparatus can be used as well in summer as in winter, and is so powerful that high velocities can be secured in the air ducts, thus reducing their size and cost. The second and more usual method of ventilation is by the draft of a heated column of air. We need artificial ventilation when the outside air is cold; and in this case a flue, such as that of a fireplace, will have an upward draft. If such a flue be favorably located and surrounded by warm rooms, it will be a fairly efficient ventilator and give a velocity from 180 to 300 feet per minute, according to its height, temperature, and size. The higher and hotter a flue, the more rapid its draft, and the larger its area, the less the retardation by friction. But if the flue be in an outside wall where it is chilled, it will probably give a downward instead of an upward draft. In such a case the flue must be heated by a fire, as in a grate, by steam pipes in the flue, by placing the ventilator next to the chimney or other source of heat, or by having gas jets in the flue.

With this system of ventilation, the fresh air is brought in by the draft of the heating apparatus—either a hot-air furnace or a so-called “indirect” radiator, which is a coil of steam or hot water pipes in the basement, through which the fresh air is forced; or a third method the “direct-indirect” radiator, which stands in the room to be warmed and radiates heat from the surface, while in the center are flues to which air from outdoors is brought in a duct, and when heated is discharged at the top of the radiator.

The system of ventilation by natural draft has the disadvantage that the forces producing the air current are not very powerful, and there is danger that at times the current will be reversed by the wind. If the wind were constant in force and direction, we could use it as a means of ventilation; but we can in any case make the wind counteract its own mischief. If the tops of the chimneys and ventilators are carefully located so as to avoid adverse currents, the wind will aid the draft. We can also make the wind force air into the building through the heating apparatus, by arranging air inlets on all sides of the building, joining in a common chamber, and fixing in each inlet automatic valves which admit the air, but prevent its escape.

In determining the location of the inlets and outlets for the air, it should be borne in mind that the foul air does not rise to the ceiling or fall to the floor, but diffuses rapidly through the whole room. The hottest air, whether fresh or foul, will always rise to the ceiling, and the coldest air, whether fresh or foul, will fall to the floor. From this it follows that if we are to keep a room warm, we must take out the foul air at or near the floor, and if we wish to cool the room we must make

an opening near the ceiling. The inlets may be in the floor or in the wall at any height; the main point to be observed is to prevent an unpleasant draft on the occupants. There is the least danger from drafts where the inlets are in the floor, the principal objection to this arrangement being the accumulation of dirt in the registers. When there is a fireplace, it is well to let it act as the ventilator, proportioning the size of the flue to the amount of ventilation required. A gas log placed in such a fireplace will provide an immediate increase of heat, and thus of ventilation on special occasions, while ordinarily the natural draft will suffice.

For rooms not larger than 20 by 30 feet a single inlet and outlet will give good ventilation; for larger rooms it is well to draw the foul air from several points; for very large rooms there should also be several inlets; but one ventilator that ventilates is better than ten that do not; and it is often better to make one ventilator very efficient by the application of heat or mechanical power, than to increase the number without such assistance. The system of ventilating ducts to be adopted is a matter of convenience in each case. No one system is best for all cases. When each room has its independent flue, there is the least danger of one room drawing the air away from another. When the small ventilators are united into a general shaft, they should be continued up independently the height of one story, so that each will have its independent draft before they are united. In any system as much air must be admitted to a building as is drawn from it; otherwise if the supply be reduced, the ventilators will draw against each other and cold air will descend in some of the ventilators to supply the others that have a more powerful draft. Those libraries which have the books arranged in stacks several stories high inside a lofty room present a problem of unusual difficulty in the ventilation. The hot air tends to accumulate at the top and is destructive to the books as well as to the readers. If this hot air be not contaminated by the burning of gas, the evil can be mitigated by producing a circulation of the air, taking advantage of the chilling effect of the windows to make a descending current on the outside walls while fresh air rises in the center to take its place. In summer the ventilation of such a room should be taken from the top.

No ventilating apparatus can adapt itself to the varying conditions of the weather. There must be an intelligent supervision of the ventilation or the best system will fail.

LIGHTING.

The most difficult part of the library to illuminate by day is usually the delivery desk. This difficulty comes from the fact that the counter where books are delivered should be near the center of the building. One solution is to place the counter near enough one outside wall to get a strong side light. Front light is to be avoided. Frequently there

it can be used. The objections are the liability to leak and the heat that accompanies the light in summer.

The lighting of other parts of a library offers no special difficulty, provided the rooms are small; but when we have areas of considerable width special care must be taken. The one important fact to bear in mind in lighting large areas is that the light shines downward from the sky; therefore it is only the upper portion of a window that can light far back into a room. If we increase the width of a room beyond the ordinary we must increase the height also so that the windows may be carried up high enough to throw the light back to the farther side. As there is always an excess of light near the windows, we may increase the lighting of a room by raising the windows higher without increasing their size. This raising of the windows leads to several architectural developments of importance.

If the windows are 7 feet or more from the floor, the entire wall space may be used for bookcases. This is a common arrangement for book rooms and is sometimes adopted for reference books in a reading room, as in Yale University. The reading room at the University of Michigan has also windows high above the floor. If the room is made still higher, and the windows raised in proportion, we may be able to build a low addition against the outside of a book room, keeping the roof of this addition below the windows, and use the space thus gained for librarian's room, cataloging, etc.

A variation from this arrangement is to remove the wall between the main room and the side addition, and substitute a row of columns, using the space thus gained as an addition to the book room or reading room as the case may be.

If we inspect this final result of our development of the elevated window, we shall discover that we have no new form but that familiar type of building which the Romans used for their basilicas, and afterwards the Christians for their cathedrals, and I may add we moderns for our factories. This method of lighting is used in the reading room of Cornell University, but it is as yet not generally known as available for library architecture. This idea, which may be called the basilica plan, is capable of a much wider application than has yet been given it.

Passing to the question of artificial light, the book room requires special arrangements to find any book without using an extravagant number of lights. I recommend chandeliers or ceiling lights, sufficient only to give a moderate general illumination; supplemented by movable search lights in each aisle between cases, to be turned on only when a book is sought. As to kind of light, the electric is by all means best. First, because it does not vitiate the air. The burning of gas in a reading room renders the problem of ventilation doubly difficult, and in the book room it injures the bindings. The objections to gas are so great that if electric light can be procured, the difference in cost should not be considered. The electric light (incandescent of course) lends

itself to economy in the book room from the ease with which it can be turned out and lighted again. A switch at the end of each bookcase may light one or more fixed lights in the next aisle, or the lamp may be attached to a flexible cord, long enough to reach any book, and turned on only when in use.

When the books are arranged in a stack several stories high, with glass or perforated floors, light may come either from the side or from above. The side light will not penetrate the narrow aisles between the cases more than about 20 feet effectively. Therefore, if there is side light only, the stack room must not be more than 40 feet wide if lighted on both sides, but may be of any height. If skylights are used, the light will not penetrate through more than two floors, and the stack can be only three tiers high, but may be of any width.

A combination arrangement can be made with cases more than 20 feet in length lighted at the outer ends by side windows, and at the inner ends by a central court covered by a skylight.

FIRES, PROTECTION, INSURANCE.

By R. B. POOLE,

Librarian Young Men's Christian Association of New York.

The destruction of a rare collection of books is more to be deplored than the loss of almost any other species of property.

The final cremation of the Alexandrian Library in the seventh century is an event as notable almost as any in history, and the loss of its 700,000 rolls is more keenly felt to day than ever, when scholars are searching old libraries and monastic vaults for missing manuscripts and for documents heard of but never seen by men of this age. We can only picture in imagination what *lacunæ* would have been supplied in sacred and classical literature, had this vast treasury of learning, the spoils of the victorious Amru, been presented to John the Grammarian, who asked for it from his willing friend, the conqueror. But the Arabian general was subordinate to the Kalif Omar, and the greatest library of antiquity was sacrificed to bigotry, if we may credit this ancient story.

The destruction of the Roman Empire carried with it the annihilation of many libraries, yet Gibbon remarks, "Our treasures, rather than our losses, are the object of my surprise."

Constantinople, from an early period in the Christian era to the invention of printing, was the great literary center of the East, and many libraries in Europe have been enriched from her storehouses. In the century succeeding the burning of the Alexandrian Library, it is related, though with some grains of doubt, that the Emperor Leo III, the iconoclast, burnt a considerable library at Constantinople, and it is further added that he burned the librarians, too. It is undoubtedly true that fire did a destructive work in this great literary emporium.

Loss by fire in the early centuries of our era, when books were multiplied only by the hand of the copyist, was often irreparable. The destruction of a manuscript meant, often, the loss of the only extant copy, or one of a very limited number, which could be reproduced only at a great expense. The printing press introduced a new age, and the power of the fire fiend was broken. Copies of early codices were printed in numerous volumes, and acquired a wider diffusion; still, that diffusion in the early days of printing was limited, and to-day incunabula are the great treasures of modern libraries. A fire in a library of to-day would not be as disastrous as in the ages before printing, unless we except such great depositories of MSS. in Europe as the Bodleian, the British Museum, the Bibliothèque Nationale, and the Vatican. Still, every important library has works that are unique, or if they exist in duplicate, are unprocurable. Collections exist which represent the labor and search of many years, and are a unit in themselves.

We can name only a few celebrated fires in libraries since the days of Gutenberg, and before this last half century. The Augustinian Library, at Mainz, was totally destroyed in 1649. The great library of the Escorial, at Madrid, was partially burned in 1671. In 1685, the library of the Canons of St. Antonio, at Venice, was destroyed by fire, and in 1697, the Royal Library of Stockholm. In the next century, 1731, the libraries that formed the basis of the British Museum, the King's Library, and the Cottonian, were partially burned, when 97 manuscripts were totally destroyed, and many more charred or scorched. The archducal library of Brussels was burned the same year. The great fire at Moscow in 1812 involved the destruction of its great library. The Library of Congress was fired by the British in 1814, and in 1851 was reduced to 20,000 volumes by fire. There have been a number of fires in the last two decades. In 1873, the Manchester (England) Athenæum Library, containing 19,000 volumes, was burned. The most disastrous fire of this period was the burning of the Birmingham Free Library, January 11, 1879. The loss was about \$300,000. The library had in its reference department 50,000 volumes, and contained the great Shakespeare Memorial Library, besides other special collections.

The Welsh University library, the most valuable collection of books in Wales, was totally burned in 1885. The free library of Newcastle-on-Tyne suffered to the extent of \$5,000 from fire in 1884, from overheating the ventilators with gas lights. The Brussels University library lost 65,000 volumes in a fire in July, 1886. In 1890 the great library of the royal family of Belgium, at Lacken, was burned, and in the same year the University of Toronto was cremated, the loss being 24,000 volumes.

Fires in libraries in this country have been significant in numbers, rather than in disastrous results in the last twenty years. In 1873 the Indiana University library, containing 15,000 volumes, was destroyed

by fire caused by lightning striking a telephone wire. The Mercantile Library of Philadelphia suffered serious damage in 1877 from water used to extinguish a fire in an adjoining building. Fifty-five thousand volumes were injured, for which \$42,000 was recovered. The books were not an entire loss, as they could still be read, though stained.

A kerosene lamp was the cause of a fire in Hobart College, Geneva, N. Y., in 1885, by which "many valuable books that can not be duplicated" were destroyed. The public library of Fall River, Mass., lost 6,000 volumes in 1886. The insurance was carried by the city. In the same year the law library of Minneapolis was burned, also the public library of Princeton, Ind., and a part of the high school library of Yonkers, N. Y. The public library of Peoria, Ill., on March 25, 1888, had 30,000 volumes damaged by water and improper handling. The insurance was only \$8,700. The building of the Young Men's Christian Association at Twenty-third street and Fourth avenue, New York, was seriously burned July 28, 1889, while the library was not injured; the fire ran up the elevator within 15 or 20 feet of it. The library at Colchester, Conn., valued at \$5,000, was burned in 1890. The same year, in Maine, the library at Lewiston (11,000 volumes, insured for \$6,000) was destroyed, and the Rockland public library and the Skowhegan library.

This brief résumé of fires, past and present, while far from complete, is sufficient to prove the imminent danger to which libraries are exposed from fire, and that the principles of protection should be thoroughly studied and applied in library architecture.

In accordance with the general plan of the papers for this manual, this topic should treat: (1) Of the points on which as librarians we are agreed, and (2) of those which occupy debatable ground.

While it may not be practicable to set forth this subject on these precise lines, still the theory or the practice of leading librarians may in a measure be formulated. Statistics for this purpose have been gathered from 56 libraries, 50 of which contain upward of 25,000 volumes each. The 56 libraries reporting have in the aggregate 6,225,721 volumes. Thirty of these libraries, containing 2,473,074 volumes, give a valuation of \$4,651,875. The 26 not reporting value embrace some of our richest collections, and number 3,729,624 volumes. The entire value would doubtless reach \$11,000,000. Official figures (1893) show that there are in the United States 3,804 libraries containing over 1,000 volumes, and that these libraries have a total of 31,171,354 volumes; the libraries reporting will therefore represent about one-fifth of this total, but undoubtedly a much larger fraction of value.

POINTS OF AGREEMENT.

1. Libraries generally regard it wise to insure. Of 56 reporting, 35 insure their books, 11 (generally State and national libraries) do not, while 10 make no report on the subject. Thirty-three insure their

books separate from their building, insuring 3,018,370 volumes for \$2,090,754. The amount covered by insurance in different libraries will vary from about 33 to 75 per cent of the total valuation, falling probably below 50 per cent on the average, a low figure. Premiums on libraries vary about 300 per cent. In discussing at Chicago the policy of insuring, it was thought by some that a library financially able should carry its own insurance, particularly if it was supported by the city or State.¹

Of the 56 libraries noted, all except 5 own their buildings, and 39 give valuation as \$8,755,617. Insurance figures on these buildings are not very complete or satisfactory. Official records show that there are 986 libraries in the United States owning buildings.

2. Librarians believe their books should be stored in fireproof structures, and are building, so far as means will allow, on fireproof principles. Absolutely fireproof buildings are costly, and a substitute for them is often the only alternative. As an indication of the practice on this point, 22 libraries report fireproof buildings, while 5 buildings are so called, 11 are partly fireproof, and 18 are not. These buildings are generally constructed of brick, or more commonly of brick and stone. Interior construction in these buildings is not so decidedly fire resisting. The floors in most cases are made of fireproof materials, as fire brick, wood laid in cement tiling, iron girders and brick, etc. Wood enters largely into the construction of the cases (37 so reporting), a construction not as objectionable as it might seem, provided floors and partitions are properly protected. Iron is used more in balconies and stairs.

Special attention has been given by this association to architecture. At the Cincinnati conference in 1882 the first report on this topic was made. Five years later Mr. Larned reports that 18 libraries had been completed in the two previous years, and that 23 were in progress, many being fireproof. Two years later Mr. Van Name, at the St. Louis conference, reported 55 buildings completed, or under construction. Some allowance should be made for overlapping. He notes that the buildings for our best treasures are to be fireproof, there being 13 such. Many were the gifts of private individuals.

To illustrate the advance made since 1876 in the erection of fireproof buildings we quote comments made respecting the Birmingham disaster in 1877: "The loss by the Birmingham fire," said the New York Trib-

¹The insurance companies charge the whole amount of the risk plus running expenses plus their profits. Therefore the premium is greater than the risk, and wealthy cities and towns, like wealthy merchants, may insure themselves at a profit, and in the long run greater care is taken of uninsured property. Usually the same appropriation can be had for the library whether it uses part of it for insurance or not, and in the rare cases of fire the city or town makes a special appropriation to replace. Those who urge most strongly the greater economy of this method also admit that it would be unwise for any librarian or trustees to omit insurance unless they first secured the formal approval of the authorities, thus forestalling the violent criticism sure to be made in case of a heavy loss.—M. D.

une, "is a lesson to us on this side of the ocean of the necessity of providing absolutely safe structures for our own precious collections, many of which are undoubtedly in constant danger of conflagration, and are not contained in structures worthy of being called fireproof at all." Justin Winsor, referring to the preservation of books and to the same fire, said: "Too large a proportion of such edifices of to-day ignore utterly this consideration." Many so-called fireproof buildings of 1876 would not pass inspection as such to-day.

Bad construction has been the rule rather than the exception in our public buildings till recent years, and to-day we are far from emancipated from its influence. F. C. Moore, president of the Continental Insurance Company, New York, and an authoritative underwriter, in a brochure on "Economical fire-resisting construction," says: "It may safely be assumed that fully 40 per cent of the losses of this single company, and therefore of every other, are due to incorrect construction of buildings. This means that nearly \$50,000,000 worth of property is destroyed annually in this country which might be saved if our methods of constructing buildings were more nearly correct."

Edward Atkinson, the economist, in an article in the *Century*, February, 1889, entitled "Slow-burning construction," says: "The worst examples of combustible architecture are to be found among our prisons, hospitals, asylums, and almshouses; next among college buildings, libraries, and schoolhouses." Quoting from the *Insurance Chronicle*, he says that in 1887 126 colleges and libraries were burned. The libraries referred to were undoubtedly not of great value and poorly protected. Risks on the better protected libraries are good. Speaking of libraries the *Ætna Insurance Company*, of Hartford, says: "We consider the most desirable risks those that are kept on iron racks, or in iron cases, in fireproof buildings; libraries in buildings of ordinary construction are not considered very desirable risks." The *Liverpool, London and Globe* respond, "We find libraries, as a rule, profitable risks."

There were some reasons, and cogent ones, too, why library buildings, as well as other structures, in the few decades past were so ill constructed. Architecture as an art was almost unknown then in this country; technical schools had not been established in which architecture was taught, and the country was not prepared to adorn its cities and towns with edifices that combined, with beauty and solidity, qualities of construction that would make them absolutely fireproof. In place of the old fire traps, which were a menace not only to the books but to the librarian and his readers, fireproof buildings are rising all over the land, ornaments to city and town, and safe depositories of the collections they are gathering from year to year.

The question was asked, "Is your building and are your books better secured from fire than in 1876?" Twenty-six replied, yes. Eight of the remainder were established since.

3. The importance of keeping records or inventories of libraries, which can be used to prove value, is appreciated as shown by returns.

Only six report no records usable for such a purpose. Methods for protecting these records are considered below.

4. Nearly all libraries report appliances for extinguishing fires, as hose, water pails, fire-extinguishers, fire axes, etc.

The British Museum has a fire brigade composed of members of its staff, with a code of rules for their government. (See *Lib. Jour.*, 4: 52.)

UNSETTLED QUESTIONS.

While libraries are being constructed more and more on tested fire-proof principles, it is also true that these principles are of recent adoption in many particulars, and as yet not fully comprehended nor put in practice by all. These may be briefly set forth, substantiated by authorities.

1. Two prime principles enter into the construction of a fireproof building: (1) It should be fireproof without and (2) nonfire communicating within.

Material formerly supposed to be fireproof has failed under the test. To have said a few years ago that iron and granite were not fireproof would have made one a laughing stock, but granite in the Boston fire of November, 1889, crumbled into sand; and iron is no longer considered safe unless covered with fireproof material. It has been said that there was not a fireproof building in the track of the great Chicago fire. The Boston fire of 1889 was checked when it reached "the brick wall and iron shutters of a building of superior construction."

Brick stands first among building materials in fire-resisting qualities. Prof. G. P. Merrill, curator of geology in the United States Museum, in his work on *Stones for Building*,¹ page 356, says:

Data are not at hand for estimating accurately the comparative enduring powers of various stones under these trying circumstances. It seems, however, to be well proven that of all stones granite is the least fireproof, while the fact that certain of the fine-grained siliceous sandstones are used for furnace backings, would seem to show that if not absolutely fireproof, they are very nearly so.

Professor Winchell places fire-resisting stones in this order: (1) Marble, (2) limestone, (3) sandstone, (4) granite, (5) conglomerate.

Since the days of elevators the roof has proved to be one of the most exposed parts of buildings, because of the draft through the shaft. A fire beginning in the basement is drawn at once to the roof, which, if hollow and combustible, is in a few moments a mass of flame. The roof should be constructed to prevent drafts of air within it, and should be of fireproof material, as metal, porous terra cotta metal, and covered fire brick.

2. A building of fine, solid, fireproof exterior may yet be a fire trap. "The first principle to be observed," says Mr. Moore, the underwriter, "with a view to resisting fire, is to exclude air drafts from those por-

¹ New York State Museum Bulletins No. 3 (out of print) and No. 10, on *Building Stone in New York*, are also of value in this connection.—M. D.

tions of the building which are vital to its endurance, viz, floors, roof, partitions, etc. Into all these wood may safely enter if drafts be prevented by incombustible material, such as mortar or cement." A fire-proof building will be so constructed inside as to consist of distinct compartments, separated by partitions of brick, terra cotta, etc., while its floors will be laid in cement, or be composed of incombustible material, and its ceilings laid on metallic lathing, or otherwise protected from fire and vermin. Incombustible cases, stairs, and balconies will increase the security.

A basis of rating insurance indorsed by the New York Board of Fire Underwriters, National Board of Fire Underwriters, and other boards has been prepared and is embodied in the "Universal mercantile schedule." The basis of rating is a standard building in a standard city, and is 25 cents per \$100. On this basis rates vary according to construction and environment of each separate edifice. From the schedule of January, 1893, we quote the requirements of a standard building:

A standard building is one having walls of brick or stone (brick preferred), not less than 12 inches thick at top story (16 inches if stone), extending through and 36 inches above roof in parapet and coped, and increasing 4 inches in thickness for each story below to the ground, the increased thickness of each story to be utilized for beam ledges. Ground floor area not over 2,500 square feet (say, 25 by 100); height not over four stories, or 50 feet; floors of 2-inch plank (3 inches better) covered by seven-eighths or 1 inch flooring, crossing diagonally, with waterproof paper or approved fire-resisting material between (if tin or sheet iron between, see deductions); wooden beams, girders, and wooden story posts or pillars 12 inches thick, or protected iron columns; elevators, stairways, etc., cut off by brick walls or plaster on metallic studs and lathing, communications at each floor protected with approved tin-covered doors and fireproof sills; windows and doors on exposed sides protected by approved tin-covered doors and shutters; walls of flues not less than 8 inches in thickness, to be lined with fire brick, well-burned clay or cast iron, and throat capacity not less than 64 square inches if steam boilers are used; all floor timbers to be trimmed at least 4 inches from outside of flue; heated by steam; lighted by gas; cornices of incombustible material; roof of metal or tile; if partitions are hollow or walls are furred off there must be fire stops at each floor.

It may seem strange that wooden girders and posts are recommended. Mr. Moore, before quoted, whose work has the commendation of the *American Architect*, says that unless iron girders are protected by terra cotta or burnt-clay brick, they are not as safe as wood, provided wooden pillars or girders are 2 inches thicker than required to bear the superimposed weight. The charred wood acts as a shield to retard combustion. Iron is treacherous, and under a heat of 1,000° F. or more will expand, if not fuse, and if proper allowance is not made for this expansion, will throw the walls. Two inches should be allowed at each end for a 50-foot girder. The practice now seems to be very general to cover iron with hollow brick or other fireproof material, to prevent this expansion.

Further, the building referred to above should have its doors and shutters covered with tin. It has been demonstrated that a door of

soft wood covered with tin is better than one entirely of iron. Iron will curl. Thirty-five libraries report no fireproof doors and shutters, and iron is generally used for the purpose.

Gas lighting is here recommended, but the New York branch of the Liverpool, London and Globe Insurance Company, in a letter to the writer, approves of electric light. Improved installation is doubtless recommending its use.

The importance of fire stops can not be too strongly emphasized. Not all libraries can erect thoroughly fireproof buildings, but the alternative is not a fire trap for human sacrifice. Elevators, hollow partitions, hollow roofs and floors, and defective flues have in the last few years been the means of destroying millions of property and many lives.

The object of fire stops is to close up all air passages in floors, partitions, etc., with plaster or cement, and thus prevent fires from spreading from one compartment to another, turning a fire trap into a kind of slow-burning building, and possibly holding the fire till the fire engines arrive and the inmates escape. The fire stops can be used at little expense, and there can be no excuse for omitting them from any except thoroughly fireproof buildings. A slow-burning building (technically factory construction) is one in which the wooden material is consolidated in such a way that the fire can be held in check. There are no concealed spaces by which the fire can pass from one room to another. Every part is open, so that water can reach the fire. Wood and iron are exposed to two enemies, dry rot in the one case and rust in the other.

The precautions against fire by exclusion of air drafts and the protection of the iron may tend to develop both of these weaknesses. As a preventive, beams should be bored, and iron coated with a material that is not an active absorbent of moisture, such as plaster of paris and cement. Lime mortar is a preventive of rust, as well as of dry rot. Wrought iron is more susceptible to rust than cast iron. The latter oxydizes only on the surface; wrought iron is consumed by rust. The action of rust on steel is not well known, and yet this material is coming into extensive use in constructing steel-skeleton buildings, like the Masonic Temple, the Woman's Christian Temperance Building in Chicago, the World Building, the Plaza Hotel, etc., in New York. I know of no library adopting this style. The advantages are that steel costs less than wrought iron, that the curtain walls of masonry, 12 to 20 inches thick, not being supporting walls, need not be much thicker at the base than at the top, thus leaving very much more room on the lower floors, a great economic gain.¹

Care of inventories.—Inventories of a library should be kept in safes outside the building. This point is emphasized by such companies as the Liverpool, London and Globe. "Catalogues," say they, "should always be kept outside the library building for reference in case a loss

¹ See *Skeleton Construction in Buildings*, by William H. Birkmire (Wiley).

should occur, showing original cost of books, and as full a description as possible." The Home says: "It is of the utmost importance that a complete catalogue of the library should be kept in some safe place away from the library itself." The practice of libraries in this matter is not in accord with these recommendations, only 9 keeping their records in safes or vaults outside, while 17 do not protect in the building and 10 make no response. Libraries should be managed on business principles, and the cost of the books should be recorded and an approximate valuation of gifts kept, and these records preserved outside, so that they can be produced in case of fire. A duplicate accession catalogue of the library of the Young Men's Christian Association of New York is kept outside in safe-deposit vaults. The last catalog is occasionally taken from the vaults and written up and the copying certified by affidavit.

The Ætna Insurance Company recommends, also, that the record of loans in circulating libraries be kept in a safe place.

3. Fireproof buildings and fire-protected compartments are costly equipments, but a closed door or shutter, a pail of water in a convenient place, a watchman's presence at the moment of peril, may avail more than all; and yet these are often considered of minor importance till some day it is found that a cup of water, if it had been accessible, or a fireproof door, if it had been closed, would have prevented the sacrifice of a valuable library.

Of 56 libraries reporting, 31 have a watchman, 8 others have a janitor on the premises, while 17 have no such guardian.

4. With respect to iron shutters, only 16 have them, 8 do not require them, while 32 others are without them; 36 have no fireproof doors, 11 have them, while 7 report them partially fireproof.

Light should not be shut out from a library for the purpose of lessening the hazard of fire from windows, though this was done in the case of a prominent library.

Insurance companies do not, as a rule, make special arrangements with libraries as to settlement in case of loss. Seven only report such agreements, as follows:

a We have, in accord with underwriters' rules, placed a valuation of \$100,000 on the collection and insured to 75 per cent of that in order to escape the liability of being coinsurers.

b. Our inventory is to be accepted as issued in our printed reports.

c. Files of accession books, etc., are to be proof of value.

d. Policy requires, in case of loss, itemized list of destroyed articles, sworn to by librarian.

e. Shall maintain insurance upon above-described property to its full cost value.

f. It is stipulated that we can not recover more than the cost price of books purchased.

g. A fixed valuation is agreed to as of date of policy.

Two libraries file a list of rare books or MSS. with the insurers.

Eleven libraries of the 56 have had fires, 9 of which were insured.

Fifteen libraries insure imported books in transit, 8 others sometimes.

One library effects a floating insurance on books lent to its branches for lecture purposes.

In the conference discussion of this paper it was ascertained that one library insured its card catalogs.

It was said that bookbinders were not responsible for loss by fire while books were in their hands. One librarian reported that he insured books at the bindery.

A floating insurance could be effected on books at the bindery by making the amount sufficient to cover the value that would be represented there at any time during a certain period.

Fourteen libraries are in more or less jeopardy from water overhead, and 11 have suffered in consequence, or from overflows and leaks.

"If any building," says Dr. W. F. Poole, "should be practically fire-proof, it is a library building," and "a wooden library building without any of the modern fireproof devices is a fire trap and its construction a crime." It may not be possible to erect in all cases a perfectly fire-proof building, for that means a liberally-supplied exchequer; but no library should be deposited in a building that has not the inexpensive safeguards that have been named and are within reach of all. Lower rates of insurance will result from added securities, valuable collections of books will not be exposed to so great risks, and public confidence and support may be expected. The library that looks for valuable gifts should have them so well housed and cared for that books will be drawn in as well as drawn out.

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FIXTURES, FURNITURE, AND FITTINGS.

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The topics covered by the foregoing alliterative and comprehensive heading might, in one sense, be held to include almost everything pertaining to a library, except its building or quarters and its stock of literature.

Under certain other heads, likewise assigned for similar treatment at this time, however, there is likely to be due consideration of the

As instanced in recent construction, however, some librarians deem it wise to carry the shelving up to 8 feet 6 inches, or even 9 feet, with a view to having one or two more rows of shelves all over the library for future needs. While the extra high shelves need not be used at the outset, they can, by means of bracket steps and handles on the uprights be readily reached and utilized when pressure for space makes it necessary. Others having equal or more experience in the use of such accessories do not favor them nor find them as convenient in practice as in theory. Especially is this true where women or boy assistants are concerned, some physicians strongly deprecating the use of such steps by women.

Form.—Using wall surface only is wasteful; on the contrary, book-cases of double face approached by aisles on either side give a maximum capacity for a given floor area. Center partitions are unnecessary and better omitted in such cases, while the shelves can be made movable at little, if any, more cost than if all are fixed. If, for special reasons of local construction or to provide for future carrying strength, some shelves must be fixed, let it be merely those at top and bottom and one other at a height of say 3 feet from the floor with all intermediate shelves adjustable.

Dimensions.—Little difficulty need be had in deciding on some uniform multiple of shelf length for use in a given instance, thus having a standard shelf all through the library. Such length when not less than 2 feet 6 inches nor more than 3 feet is found to be best both as regards convenient handling and interchangeability and for an economical cutting of material. Preferably a medium length of 2 feet and 8 or 9 inches will divide up space with good effect. The advantages to be derived from the adoption of such a standard length are many.

For most books which circulate, 7 to 7½ inches gives ample width of shelf; and if the shelves are placed at due intervals of height, say 9 to 10½ inches, provision is made for fully 90 to 95 per cent of the books in modern public libraries, together with ample space for air and light and moderate freedom from dust.¹ A limited amount of adjustable wall shelving 12 inches wide will accommodate the exceptional sized works which circulate.

For reference works, cases having a fixed ledge at say 3 feet from the floor are desirable, and may be of either wall or double-faced construc-

¹ Exhaustive study in the library school for several years has led to the wide adoption of 75 centimeters, or 30 inches, as the best standard length for ordinary shelves, and 93 centimeters or 36½ inches for shelves likely to be used for standard-size files and pigeon-hole cases. The A. L. A. fifteen years ago adopted a standard-size scale by which 25 centimeters is the largest book marked 8° or O. The result is of course the adoption of 10 inches as the standard minimum distance between shelves. The ledge suits the average reader best when placed above the three lower 10-inch shelves, and if there are five more shelves above the ledge, the total height of the case is 7 feet 8 inches. Protracted experiments by the library school have failed to find better standards than the above.—M. D.

tion. If wall cases are adopted, make the upper shelves each about 10 inches and those below the ledge 15 to 18 inches wide; and the latter, at least, will prove more convenient if made adjustable. If the reference cases are double-faced and approachable from either side, the shelves may serve full as well if respectively 2 or 3 inches narrower than those against the wall—i. e., 8 inches for those above and 12 to 15 inches for those below the ledge.

Need for special cabinets and lockers for rarities and works beyond common size will vary. Rollers, sliding shelves, and revolving tables should be used for art and other large books specially exposed to injury. Avoid doors, if possible; or, otherwise, if absolutely required, use wire screens or grating rather than glass. Hard woods give best results in shelf and case construction, but the shelves may be of pine for sake of lightness. The edges of all shelves should be rounded; and finally an oil-rubbed finish used instead of paint, shellac, or mere varnish alone.

Storage.—As regards storage in stacks having superimposed cases with floors over each tier, or, on the contrary, shelving in ranges of cases but one tier high in open rooms having ample light and air-space above, much has been said and plausible arguments can be given on either side. The seeming weight of opinion, all things considered, is against the stack-room system, despite its compact warehouse facilities for large collections of books.¹

If the most recent views regarding open shelves for all are correct and prove to be in the true line of library progress, (as the writer and many others fully believe), a combination of the double-facing open ranges on one floor with the old-time alcove form seems quite likely to prevail in the immediate future; but, as frequently happens in all matters of library economy, local circumstances exert a determining influence on individual practice. Therefore much depends on who goes to the shelves as well as on the ground space at command; while economy and convenience in service, and in heating and lighting, must be provided for as well as book capacity.

As a general principle galleries are to be avoided as a device of the evil one, equally ruinous and destructive both to human life and that of the books. In exceptional cases, however, an essential purpose can be attained only by the use of a gallery; but experience does not favor such use except under cogent necessity. If in original construction open-room storage is provided, with high ceilings and cases extending but part way (say 7 to 8 feet), and future necessities absolutely require use of the upper space, then let the cases be floored over, and the semistories thus made used as independent floors.

In stack-room construction opinions as to solid or perforated floors do not agree; but latest experience seems to concur in favor of solid

¹Many leading librarians are equally confident that the great growth in the use of stacks in recent years is based on satisfactory reasons.—M. D.

ones, with ventilation at the ends of cases and possibly along the front edges also.

Windows at the ends of cross aisles are the most practical daylight reliance and are sufficient for a reasonable width of building having adequate space in the aisles. Skylights are of little value, and prove both troublesome and injurious.

For stacks, as for other library shelving, wood seems really the preferable material, all things considered. A possible exception may be made for floors, which may be stronger, tighter, and more fireproof, if of iron. As to first cost, iron is usually though not always more expensive. Wooden uprights and shelves are generally cheaper than iron; and, in turn, admit of better construction and finish, besides being better and wearing the bindings less.

There are a number of special shelving devices on the market, mostly patented, and amply urged by those interested; but time has yet to prove their real efficiency, and the item of first cost still stands largely in the way of very general trial of most of them.

COUNTERS AND DELIVERY DESKS.

These are usually made to correspond to the features of the particular building, and personal preference may be allowed sway in the style and interior arrangement of such articles.

Conforming to average humanity and kindred uses, as in banks, railroad and other public offices, counters where customers are to be served standing are most convenient when 42 inches high; this height, too, is easy for writing. The same result may be attained by a counter 3 feet high having a desk of 6 inches more superimposed. If to be used sitting, then 2 feet 6 inches is an average most convenient height, as for tables and office desks. A counter top should be of fair width, say 2 feet or more, and project considerably on each side beyond the support, thus serving to protect the front from being marred by feet, and also making it feasible for clerks inside to sit down.

Good light at counters and delivery desks, both daylight and artificial, is an essential often overlooked.

TABLES AND READING DESKS.

For library service the less that architects and furniture designers of the "high art" order have to do with tables, desks, and chairs the happier is apt to be the result to the steady users of such furnishings.

Tables.—A substantial construction, plain rather than ornate, and not too large or heavy should be the rule. From 29 to 30 inches¹ is a standard height, and casters are not desirable. With a top of 2 feet 10

¹Tall people can not sit with comfort at a 29-inch table, and the length from knee to floor can not be reduced; but it is easily increased by a hassock for short readers who use a higher chair. Some libraries which study comfort most adopt 31 inches as a standard height, and use adjustable chairs and hassocks so that short and tall

inches by 5 feet, six persons, two on each side and one at each end, may be seated without crowding. If 6 feet long it will admit of putting three at each side, while for proportion's sake the width may be 3 feet. Slides (or movable shelves), under the top, placed at suitable intervals, are often of great service. For smaller tables, those 2 feet 6 inches by 3 feet 6 inches, and also others 3 feet square on top, prove convenient.

In rooms for juveniles it may be desirable to make some tables of less than standard height, but usually a variation in the chairs accomplishes the same object.¹

Reading desks.—Reading desks, as distinguished from tables, are more generally made for special instances and are presumably fixed rather than movable. Like counters, therefore, they should harmonize with the finish of the building and fit the space at command. Dimensions and heights should be proportioned to the probable users, as before suggested.

Office and cataloger's desks.—These may be made to order, but at present a perfection of style and convenience, at moderate cost, is found in many regularly on the market, so that a suitable supply is most simple and readily attained.²

¹Foot rests or hassocks ought to be provided, as it is cruel and injurious for a child to sit for hours with feet dangling above the floor.—M. D.

²Much of the cooperative work which has accomplished so much in the past seventeen years is due to adoption of certain standard sizes for cards, sheets, blanks, and for cases, trays, drawers, and pigeonholes in which they are used or filed. It is a period of unprecedented growth in libraries and as a result there has been a change of rooms, methods, and fittings to meet the new and larger requirements. Convenience and economy make it as important to work by standard sizes as it is in a factory. It adds nothing to first cost, but saves time and money at every readjustment, because the parts often interchange in ways entirely unforeseen at the outset. Those who have tested the principle urge its adoption most earnestly.

Much is accomplished by adopting a series of standard sizes for an individual library, but much more is gained without added cost if the standards most widely used by other libraries are taken without change, omitting any not needed and supplying in the very rare cases where some not in the list are really required. Nine times out of ten, one who can free himself from prejudice will find that the standard size nearest what he has in mind is really just as satisfactory as the odd one to which he inclines simply because he has become accustomed to it for that use. The cooperation committee studied this question at its first appointment in 1876 and its work has been kept up by the library school. For many years certain standard sizes have been widely used without change and are much the safest series to adopt, both because of their wide adoption by others and more for their merit as representing so much experiment and experience. These are, for slips, cards, and blanks, V (visiting-card size), 5 by 7⁵ cm.; P (postal-card size), 7⁵ by 12⁵ cm.; N (note), 12⁵ by 20 cm.; L (letter), 20 by 25 cm.

The standards most used are P and L. V is used for call slips and compact indexes where little goes on the card. C (check size, 2⁵ by 5 cm., or just one-third V) is used for coat checks, tags, labels, etc. R (receipt, 7⁵ by 20 cm.), four V's together, is used for receipts, bank checks, drafts, and fits pockets, envelopes, etc., that hold bank bills. Half this length, or two V's (7⁵ by 10 cm.), is used for catalog or index cards for commercial and other work in which, instead of book titles,

Chairs.—Much the same is true regarding chairs as of office desks. Yet for fairly good appearance, durability, and average comfort, probably the well-known bent-wood chairs are preferable. The foreign chair is stronger and of better finish, but the American make is good and its rattan seats often prove more satisfactory than those imported. Some patterns of simple dining-room chairs have also been found quite satisfactory and serviceable. Wire hat racks placed beneath the chairs at small cost serve a good purpose.

For consulting printed catalogs and lists in the delivery room, a counter top or ledge of table height, provided with round-top store stools, fastened to the floor at needed intervals, is a convenience.

Umbrella stands and hat racks.—For the former no really satisfactory article is regularly "in the trade" of either furniture or hardware dealers; nor are the usual combined hat and umbrella stands for hallways in residences satisfactory for libraries.

For limited use the foreign made "bent-wood" stands or trees, with drip pan on the floor, are convenient and ornamental, without being very expensive. Such, with hat holders beneath the chairs, provide moderate accommodation without annoying frequenters of the library or being much in their way.

short entries are made, for which 10 cm. give ample length. In the same way I (index) size (5 by 12⁵ cm.) was largely used for book titles, though of late years very few libraries adopt it, as all cooperative cataloging is based on P size, which experience has shown to be much better in most cases.

L size is the largest that goes on the standard shelf, of which it represents a section 2 cm. high and 20 wide. For blank books, letter heads, office forms, manuscript for printer, and nearly all uses, this size or something very near it seems to have been independently evolved in all sections as most convenient. For printed books it is modified to M (magazine size, 17⁵ by 25 cm.), so largely adopted by magazines. This is the largest book that goes on standard shelves. Trimming by binder equals squares of boards, so that the bound copy is the same height as the paper. This is also a favorite size for library catalog and bulletins.

The sizes have from the first been given in the international or metric measures, which should be followed instead of the rough equivalents in inches, as the difference between a card 7⁵ cm. high and 3 inches is $\frac{1}{16}$ of an inch or just enough to prevent proper handling of the card catalog. On this account it is unsafe to use catalog cards made by ordinary stationers or paper dealers. Their method of cutting usually results in variations of 1 mm., or one twenty-fifth of an inch. If a card 1 mm. lower comes between two of proper height, the finger in turning will bridge from No. 1 to No. 3 and No. 2 will be skipped. Novices not understanding this sometimes make costly mistakes by failing to get accurately cut cards, which cost much more.

For pigeonholes and small cases that stand on shelves, 25 cm., or the same as the shelf, is the standard height. For taller cases the height of two or three shelves is taken, when the thickness of the shelf removed may be added. As to length of shelves to hold cases, the 75-centimeter shelf, which is best for mere storage of books, is much less convenient as a common multiple of the boxes most used for standard size than is 93 cm., or 36 $\frac{3}{4}$ inches. It is wise, therefore, to use the 93-centimeter shelf instead of the 75-centimeter in the librarian's room, near the loan desk, and in corners and other places where desks are apt to be placed, or for other reasons where these conveniences may be in demand.—M. D.

For extreme cases and large constituencies, articles of the kind must be specially designed.¹

CARPETS.

Best quality tile or inlaid linoleum (a sort of semicork article firmly pressed together), in which the figure of the pattern is carried through the entire thickness of the fabric, is probably the one most durable floor covering to be had at moderate cost. It is tolerably noiseless and when properly laid stands long wear and continual cleaning without becoming unduly shabby. "Corticine" and other names describe a kindred article; but under either name, figured patterns show dust less than solid colors. The lighter the tint, also, the more pleasing is its effect and the less it shows dirt. Number 1 (or "A"), printed linoleum is a cheaper grade, in which the pattern is on the surface only, and will answer where there is not too much wear.

Brussels carpet can be had at no more, or perhaps less, first cost, but wears out sooner, and all carpets are so troublesome as regards dust, moths, etc., besides needing to be frequently taken up and beaten, that it is well to avoid them.

Mattings of all kinds are very objectionable except for express use as dirt catchers in passageways and aisles, where they can be frequently removed and cleaned.

READING ROOM FITTINGS.

Tables and chairs for readers have been already touched on. Some provision must be made for reading current periodicals. Happily the day has gone by for secluding all such behind counters, to be handed out only on individual call, one by one. An exception, however, may possibly be necessary in some larger cities owing to mixed population and the influx of a floating and tramp element. Otherwise the several monthlies and weeklies kept on file may be put in suitable binders, or temporary covers, and displayed either in racks or on tables having partitioned intervals or compartment tops; or else in bins or pigeon-holes in numbered or labeled cases. Such methods work well and must be determined by the room at command and the constituency to be served.

For newspapers, if such are supplied for reading, still different treatment may be needed. For display on wall racks, to be read in place only, there is demanded a disproportionately large standing or sitting

¹ After much unsatisfactory experimenting we found a cheap device called the "Midget" best. It consists of two rings 3.5 cm. in diameter attached to a metal base, screwed on the baseboard or any piece of furniture. It could be attached to a chair leg. A little drip cup 4 by 5 cm. and 4 cm. deep hooks on this so that this tiny attachment, which is hardly noticed when not in use, holds two umbrellas out from the wall or furniture, the ring 11 cm. above the cup holding the umbrella in position. It may also be used for canes. Its chief merit is that it takes no room.

area. If in hand files they soon grow inconvenient and unsightly; and if in pigeon holes or on call only, they require much care and attention or else disappear too early. There is doubt whether the function of a public library is more than to obtain and carefully file away for permanent binding all local papers, without maintaining the average public newspaper reading room in this age of overwhelming numbers of cheap publications of that kind and the lack of much, if any, benefit to their readers.

SPECIAL APPLIANCES.

Bulletin boards.—Almost every library finds desirable a bulletin board or place for notices. Many make quite a feature of posting lists of new books, query lists, and special reading notes, etc. Considerable ingenuity may be exercised in such matters from the simple slate or blackboard, or tack-sheets of paper, up to an equipment of clips and grooved slats in which slips or cards can be placed and removed as desired.

Pamphlet boxes.—Preservation of and ready access to pamphlets has likewise made demand for special accommodations akin to those given books. Various styles of boxes and wrappers have been tried, and satisfaction with any one kind, if attained, has depended much on the disposition of the individual user. Where expense and lack of space do not stand in the way it is probable that most pleasing results are had by means of file boxes or drawers, each fitted with a "follower" or "compressor," as in the well-known Woodruff and other document files, but made of larger sizes for library purposes.

For dictionaries, atlases, and like bulky works, liberal provision of special holders and revolving cases prove both an economy to the library and an aid to users.

Indicators.—Our English and Canadian conferees find more or less use for the indicator, and deem it a praiseworthy adjunct to an active circulation. Though occasionally tried in the United States our people do not usually take kindly to the indicator on either side the delivery counter. To most libraries, therefore, the term conveys but a vague idea of a machine about which few know and which fewer care to use. The space necessarily occupied by an indicator is probably one of the greatest drawbacks to its use, if its first cost and expense of operation might otherwise be afforded.

Book trucks.—Some form of book truck is one of the most indispensable equipments of a modern library, and much true economy will result from an ample supply, even if the first cost seems large. Made to meet a limited demand and not in quantities, the usual price is not unreasonable, and represents more actual cost and less profit than more widely used goods.

Catalogue cases.—As to catalogue cases and kindred fittings, wherein we now have a tolerable uniformity, the rule that "the best is

the cheapest" holds true in nearly all particulars. To find the best of those now made is fortunately not difficult, and in procuring such the buyer also obtains the result of an aggregate amount of contributed library experience not measured by dollars and cents.

Much more might doubtless be said on all the foregoing topics and on many which have been unnamed.

Such treatment, however, is more in the province of an exhaustive library manual, and needs to be accompanied by numerous illustrations, which speak better than words.

GOVERNMENT, CONSTITUTION, BY-LAWS, AND TRUSTEES.

By H. M. UTLEY, Public Librarian, Detroit.

[Facts in the four footnotes of this article are from comparative library exhibit statistics collected by New York State library.]

Character and mode of maintenance modify details of library government. Those commonly known as public libraries are usually governed by trustees.

BOARDS OF TRUSTEES.

How constituted.—The number of trustees usually varies from 3 to 9.¹ In a few instances there are more, but this increase is usually because other interests are to be represented, such as an individual founder or some consolidated corporation. In executive management a small board is most efficient. An odd number of trustees is advisable to avoid possibility of deadlock on any question. The municipal corporation is usually represented on the board by the mayor or president of the board of education, and sometimes by the superintendent of schools also, in order to bring the library into closer touch with the schools. Women are sometimes chosen and prove well fitted for the work.

How chosen.—In most cases election is by the city council. Sometimes this is on nomination of the mayor and sometimes without such nomination. Election is often by popular vote at annual school or municipal elections. In a few cases the matter is in the hands of the board of education, who select trustees outside their own body. This happens where school libraries have become public libraries. The common practice of choice by city council or by people accords with the idea of local self-government and is satisfactory.²

Term of office.—The trustees are usually divided into groups, one group retiring each year. The most common term is three years. A

¹Of 63 representative libraries reporting, 18 have 9 trustees; 11 have 6; 9 have 5. Small boards are generally the best working bodies.

²Of 64 libraries reporting, trustees of 37 are appointed by mayor, by common council, or by mayor and council; trustees of 16 are elected by the people. One library reports a self-perpetuating board. The tendency in Western States is for common council to appoint directly or on mayor's nomination.

board of 6 or 9 elected members, 2 or 3 respectively, retiring annually, is most popular. In practice there is more diversity in length of term than in other respects. There are some advantages in a long term if the incumbent is a desirable one. Experience and familiarity with the working and needs of the institution are useful here as elsewhere. But if the term is short, a valuable member may be reelected and kept in the board, while a listless or too officious member may be succeeded by some better person.¹

Officers.—Treasurer: If the city treasurer is ex officio treasurer of the library fund, the tax for supporting the library is protected by his official bond, and is conveniently drawn on from time to time as needed. This is considered the better practice, though sometimes the board elects its own treasurer and he draws from the city in a lump sum whatever appropriation has been made for the purpose.

Secretary: The duties of the secretary are usually signing warrants on the treasurer, keeping an account of the finances, and recording the proceedings of the board. The annual financial statement is made by him rather than the city treasurer. He is also the buying agent. In a large library this work must necessarily consume much time. Whether a person shall be specially employed or whether the duties shall be performed by a trustee or by the librarian must, therefore, depend on circumstances.

Librarian: The librarian should not be a member of the board. He is sometimes secretary, though opinion is divided as to whether this is best. He should attend regular board meetings for consultation regarding the affairs of the library and to give his advice on any contemplated action. The term of office varies from one to three years. In some instances the term of all appointees is indeterminate, and the argument in favor is that by producing a feeling of security in tenure of office among employees more earnest and enthusiastic work is secured, while the board may drop an unsatisfactory employee at any time. If the librarian is simply custodian of the books, no bond should be required of him. But if he is superintendent, executive officer of the board, has the management of its business affairs and handles much money, he should be treated like other persons employed in a similar capacity. In fact, instances are rare in which the librarian gives a bond. He is usually intrusted with at least a small sum of money to pay certain petty bills, such as expressage, postage, etc., and renders an account monthly of his payments, of money collected in the library from sale of catalogs, fines, etc. The treasurer's receipt of the sum accounted for should be attached to the report.

¹Thirty-three out of 61 libraries report a three-year term; 7 a two-year, 6 a four-year, 6 a five-year, 2 a six-year, 3 a seven-year, and 1 a life term.

BY-LAWS.

Library boards are bodies corporate, hold the property and funds of the library in their own name, and have exclusive control of them. They make to the municipality an annual report, which must show the amount of money received from all sources and the purposes for which it has been expended, the number of books bought during the year, the number in the library, the extent of their use, and other facts of general interest tending to exhibit the proper discharge of the trust. These reports are published for public information. Trustees annually choose the usual list of officers from their own members. Standing committees are those on books, on administration, on reading room, on buildings and grounds, and on finance. Regular meetings are usually held once a month, but sometimes oftener and sometimes bimonthly. These meetings are open to the public, and the newspapers may publish proceedings of general interest. Accounts against the board are first passed on by the proper committee, who indorse their approval to the board, which orders a warrant on the treasurer in payment.

The committee on books has general supervision of buying books, but the librarian must look after details. The committee outlines the policy of the library, fixes the sum to be spent, and considers special purchases, but is not supposed to give attention to ordinary current literature.

The committee on administration recommends appointments, promotions, and discharges, and salaries of the library staff—presumably on consultation with the librarian—and final action on all these matters rests with the board. Civil-service rules are as important here as in any branch of the public service, if not more so. A system of competitive examination of applicants for library employment is prescribed in some libraries and is coming into vogue, to the manifest improvement in quality of library assistants.

PUBLIC SCHOOL LIBRARIES.

These are under control of the board of education. In some cases, usually in smaller towns, though originally established for the schools, they have become practically public libraries and are still managed by the board of education, which has a committee of three or five charged with their special oversight. The committee has no authority to take final action, but appointments of librarian and other employees and expenditures of money are made by the board itself. As the library grows and its management becomes more complicated, this method of government is found cumbersome and lacking in practical efficiency. In such cases the organization of a library commission with full powers of control is the usual practice.

COLLEGE AND PROPRIETARY LIBRARIES.

College libraries are controlled by the trustees of the college, generally with a library committee in special charge. Proprietary libraries are managed by trustees selected by the proprietors. Special libraries, such as law and medical, are similar in their management to proprietary libraries. Trusts established by private benefaction are governed by the peculiar provisions in each, and no general rules are applicable.

STATE LIBRARIES.

In a few instances State libraries are managed by trustees; in most cases the governor appoints the librarian. There is a library committee in each house of the legislature which considers matters of proposed legislation relating to the library and specially with regard to appropriations for it, but has no power or authority in intervals between sessions. The librarian is in control in all departments, appoints his own subordinates, makes his own purchases, subject only to the law governing each case. The criticism on the gubernatorial appointment system is that the tenure of office is too uncertain. Such appointments may be controlled to a greater or less extent by political considerations, and a governor seldom continues in office longer than two or three years. An inexperienced librarian and a new staff could not be expected to accomplish very much in a short term, and even if good work were done it might be quickly undone by a successor with different ideas. Where the method of governing by trustees, organized somewhat as are those of public libraries, has been tried it has been found to work satisfactorily. Other plans tried or suggested contemplate the appointment of the librarian by the legislature or by the supreme court of the State.

Whatever tends to remove the library in all its management and operations as far as possible from partisan politics is to its advantage. This is true of all classes of libraries, not alone of those owned by States. Instances are rare in which this disturbing element has shown itself in city libraries. The remedy in such cases lies in electing as trustees men entirely above petty considerations.¹ Entangling alliances with religious denominations are to be avoided no less than with political parties. Bigotry and intolerance may be shown quite as offensively in one as in the other.

In another respect also care should be exercised in selecting men for library boards. It is not every "good fellow" who would make a good trustee. Other qualifications being assumed, he should be a person of good sound sense, good temper, a capacity and a willingness to work. The trustee who gives no attention to the business of his board is

¹ Of 58 libraries reporting, 44 say positively that politics has no influence whatever, 7 say that it has, and 7 say that it has to some extent. All agree that the bane of public library management is partisan politics.

second only in unfitness to the one who wants to manage the whole thing himself and in his own way.

LIBRARY SERVICE.

By FRANK P. HILL,

Librarian Free Public Library, Newark, N. J.

This paper is based on answers to the following questions from 118 out of 210 libraries written to. From other sources partial information was obtained concerning 111 other libraries.

These libraries represent all kinds and conditions; from the village library of 1,000 volumes with a yearly circulation of a few thousand to that of the Chicago public library with its yearly circulation of 2,094,094, and embrace free public, subscription, college, State, historical, reference, and special libraries.

The letter contained the following inquiries:

Name.

Address.

Number of volumes in library.

Circulation.

Librarian:

How appointed.

Term of office.

Salary.

Select books.

Appoint assistants.

Fix staff salaries.

Purchase supplies.

Make regulations.

Decide methods of classification, cataloging, and distribution.

General supervision.

Specific duties.

Hours of daily service.

Vacation.

Holidays.

First year attended American Library Association meeting.

Sent to American Library Association meeting at expense of library, or is time allowed, or both, or neither.

Staff:

How appointed.

Examinations.

Total number employed.

List of titles, with number employed in each department and average salary.

(If confidential, please so state it and the facts will not be made public.)

Changes in titles recommended.

Extra help paid by the hour or by the day.

Staff divided into departments, i. e., cataloging, registration, delivery, reference, bureau of information, slip-rack, reading room, bindery.

Meetings for consultation and improvement.

Learn work in all departments or only in one.

Graduated scale of pay, i. e., so much first three months, and so on.

Vacation.

Staff—Continued.

Holidays.

Allowed any time on account of illness without loss of pay.

Allowed to make up time lost in other ways.

Hours of labor.

Catalogers work shorter time than other members of the staff.

Delivery clerks have time to do work other than at the delivery desk.

Employ boys or girls for runners.

Send library messenger for lost books, or is such work done by the police department.

Separate room for catalogers.

If cataloging is done in the delivery room, please state if the noise and confusion disturb the catalogers.

Any printed rules for the staff.

How many are members of the American Library Association.

Many interesting facts are gleaned from the reports received. All important details will be found in the table.

CHIEF LIBRARIAN.

It is not within the province of this article to name the qualifications necessary to a good librarian, but rather touching all points, to show the present condition of library service.

Selection.—Success or failure of a library, as of a business, depends on the ability of the man or woman at its head. Only trained men and women should be in charge.

The days of local feeling in the selection of librarian and assistants are fast passing away, and cities or towns that compel trustees to engage local talent, regardless of merit, are the exception rather than the rule. In fact, to-day the demand for good librarians is beyond the supply.

The librarian should be a gentleman, a scholar, and a good executive.

"The true librarian," as Mr. Crunden says, "keeps always in advance of his community and constantly educates it to make greater demands upon him."

Politics should not be permitted to affect the appointment of trustees, librarians, or assistants; and, except most State libraries and a few city libraries controlled by common councils, there is little to complain of on this score.

Women.—Women have taken a high rank in the profession, not only as catalogers and assistants, but as chief librarians. Of the 508 individual members of the American Library Association 237 are women, and of this number 93 are at the head of libraries.

Only 125 libraries represented in the American Library Association have men as chief librarians.

Term of office.—This is usually during good behavior, though 52 librarians report yearly elections. It is manifestly in the interests of the institution that no definite time be mentioned, as it leaves the incum-

bent free to go on with his good work without interference—provided always that he retain the esteem and confidence of his superiors. Long term contracts are irksome alike to trustees and librarian. If a definite term is fixed pressure is brought to bear by those ready to take the place at its expiration. Good behavior and good work should form the only basis for continuance in office.

Duties.—The librarian as the responsible head of the institution should be consulted in all matters relating to its management and efficiency and as to plans for new buildings. The most satisfactory results are obtained in those libraries where the chief librarian is permitted to appoint assistants, select books, buy supplies, make regulations, decide methods of cataloging, classifying, and lending, subject of course to the approval of the trustees.

In 68 libraries such responsibility is placed virtually on the librarian; while only 16 report that the whole matter is in charge of committees, the librarian being merely their mouthpiece. To do this work calls for a man of parts. He must have a wide acquaintance with books and literature, and show good judgment in selecting his staff. In a word, he must be capable of managing the business as well as the literary side of the library.

The question of making the librarian secretary of the board of trustees is perhaps a delicate one. Against the proposal it is urged: (1) That such duties entail additional labor on the librarian; (2) that trustees feel freer to discuss the librarian and his management when he is absent.

In answer it may be said:

1. That the additional labor is very slight, for in many libraries where the secretary is a trustee the records are written up by some one connected with the library.

2. That whenever necessary to discuss the methods of the librarian and his staff, he could be requested to withdraw.

All concede that the librarian should be present at board meetings for consultation and advice, and that no important action should be taken without first consulting him. The tendency certainly is toward making him secretary of the board. All libraries in New Jersey established under the law of 1884 are obliged to do this.

The plan is a good one, for as secretary the librarian keeps the minutes, audits bills, and attends to everything pertaining to the office. He is thus brought into closer relations with the trustees, and it gives both an opportunity to study the library's needs more carefully than in any other way. Such is the verdict of those who have tried both methods.

Hours of service.—The average daily service appears to be about eight hours. This average is obtained by including a few librarians who report only five hours' service and quite a number whose time extends to ten hours per day.

No account is taken of library work done outside office hours. Should this be considered, it would be found that every librarian having the interests of his institution at heart puts nearly all his waking hours into the work.

One of the most important duties is to attend the annual gathering of the American Library Association. Many a young librarian has here first imbibed that enthusiasm which has enabled him to battle with doubt and come out victor.

Some 34 libraries regularly send representatives at the expense and on the time of the library; 12 libraries report that time but not money is allowed.

It may truthfully be said that the money spent by a library in paying its librarian's expenses for attending these conferences is an investment giving the greatest possible interest. Its value can not be computed in dollars and cents.

Vacation.—This is as welcome and as necessary to the librarian as to the school principal. Some librarians are obliged to take their vacation at the time of the American Library Association meeting. This is not recommended. Anyone who has attended an American Library Association conference knows that means simply a repetition of library work wonderfully intensified. There is little or no rest for the enthusiastic individual at these gatherings, because he is bound to get all new ideas and all possible information from his brethren. The only satisfactory vacation is to drop all thought of the library and hie away to some quiet spot offering rest and change of scene. A few days of such exemption from library cares and worry benefit alike trustees, public, staff, and librarian.

To the librarian is usually given a little more time than to the assistants. In public libraries four weeks is a fair allowance; in college libraries vacations correspond with the regular college vacations—about three months.

Where libraries are open Sundays and holidays the librarian is not usually in attendance, but the assistant in charge receives double pay for such services.

STAFF.

Requisites.—At the Round Island American Library Association meeting in 1887 Mr. James Yates, of Leeds, England, laid great stress on the necessity of giving the chief librarian full control over his staff, illustrating his point by taking an ordinary workshop where "the employer is bound in his own interests to see that his employees are provided with true and good work tools, and that when they flinch they must be replaced."

Peter Cowell, chief librarian of the Liverpool public libraries, in his pamphlet on public library staffs, says:

It is an absolute necessity that the staff should be characterized by ability, energy, and appreciation of their duties, for otherwise a lack of vitality would soon be appar-

ent in the library, and a corresponding deficiency in its usefulness and popularity. When the staff of a library is imbued with a common spirit, and that spirit is identified with the true aims and purposes of a public library, it follows that such a library will soon be engaged in a great and important educational work, and in exercising a wide and beneficial influence.

Harmony, then, as well as fitness, plays an important part in the success of a library. It is unfortunately true that where many women are gathered together—for pleasure or business—there you will find cliques and jealousies. Particularly is this true in a library where wages are paid according to the duties performed.

The catalogers and reference librarians are paid better than the delivery clerks and copyists. What might be called "class friendships" are formed, wherein those of a higher grade look down on those of a lower, and, as sometimes occurs, do not want to associate with or do the work of the other. If allowed to remain such a spirit breeds continual dissension. Pluck it out at once, even at the cost of hard feeling. When self is cast aside and all are working for the common good the result is pleasing alike to the public, the trustees, and the staff. The members of the staff should keep in touch with each other as well as with all departments of the library. Good feelings produce good results. It is an excellent idea to bring the staff together (outside of library hours) to discuss library matters; and better still to meet socially on an occasional winter evening. Mr. Whitney says "a library may be compared to a watch, each part in which depends on the proper action of the other, and where poor work in the least member affects the whole." Great care then is necessary in the selection of the individual members.

Appointment.—Of 229 libraries reporting, only 17 state that appointments are made on the result of written examinations, but the consensus of opinion at the Chicago meeting decidedly favored such examinations. A preliminary examination serves two purposes:

1. It enables the committee to ascertain the acquirements of the candidate.

2. It does away with all political influence.

A candidate and his friends, finding that an examination is necessary before appointment will be made, hunt for some more congenial employment. It certainly eliminates undesirable aspirants and leaves trustees free from outside influence.

Such examination need not be severe. Grammar, history, and literature should be included, special attention being paid to writing and spelling. It does not follow that because one has obtained the required percentage he will make a good assistant; on the other hand, in my own library, for instance, it sometimes happens that an individual who has barely passed proves the best adapted to the particular work required. The written examination should be followed by "trial work" in the practical details of the library, after which a selection can be wisely made.

It is much easier to get a person on than to get one off the staff. At the Buffalo conference, in 1883, the following resolutions were adopted:

Resolved, That efficiency in library administration can best be obtained through the applications of the cardinal principles of an enlightened civil service, viz, the absolute exclusion of all political and personal influence; appointment for definitely ascertained fitness; promotion for merit, and retention during good behavior; and

Resolved, That, in the opinion of this association, in large public libraries, subordinate employees should, so far as possible, be selected by competitive examination, followed by a probationary term.

When competent service can be secured for subordinate positions, preference should be given to local applicants.

As between local influence and competent service no bar should hinder the selection of the person best qualified for the work.

The establishment of the library school at Albany and of training classes¹ at Pratt Institute, Brooklyn, and Drexel Institute, Philadelphia, makes it possible to procure the best material at a fair price. There is no longer excuse for securing incompetent service.

Titles.—Beyond that of "first assistant" it is not safe to recommend titles for the various heads of departments. No list that could be prepared would suit the different kinds of librarians or even the different sections of the country; therefore, each library must regulate the matter to suit local demands.²

Departments.—To a limited extent all libraries are divided into departments, but it does not follow that each department has a separate head.

In small libraries the force should learn work in all departments; and even in many large libraries it is better for members of the staff to change work occasionally, i. e., the catalogers work certain hours in the day at cataloging and then change to delivery work, etc. Sixteen libraries report that it is customary for the staff to learn the work of only one department, except in cases of promotion. It is better that assistants should understand all departments of the library, in order that satisfactory promotions may be made.

It was the general opinion at the Chicago conference that better work would be accomplished by catalogers if a separate room were provided. The library proper is no place for such a department, for the noise and confusion at the delivery desk distract the mind. For the best cataloging, quiet and seclusion are prime requisites.

¹October 1, 1893, at the Armour Institute, Chicago, a third class was opened, in charge, like both the others, of a graduate of the library school.—M. D.

²Americans are beginning to use the better form, common in England, of "public librarian" instead of "librarian of the public library of," and "of sublibrarian," "subcataloger," "classifier," etc., instead of the longer "assistant librarian," "assistant cataloger," etc. "Clerk in charge of the shelf-list department," and similar infelicitous titles, are giving way to short descriptive titles like "shelf-lister," "accession clerk," "loan clerk," "indexer," "reference librarian." Also "page" is better than "messenger," "director" than "superintendent."—M. D.

Girls 14 to 16 years of age do better work as runners than boys, and are more easily managed.

When possible the police department should be utilized in recovering books from persistent delinquents. Only a few of the larger libraries employ a special messenger for this purpose.

Daily service.—Returns show a reduction within a few years in the average library day from 8½ to 7½ hours. It would be interesting to know if the reduction has resulted in better work. With others I am inclined to believe so, but the claim can not be proved. In two libraries, catalogers work longer than employees in other departments. There seems to be no good reason why this should be so; as a matter of fact, cataloging is not only more trying and more worrisome, but it requires better mental caliber than does the delivery desk.

By a vote of 4 to 1 the association decided that owing to the nature of their work catalogers ought to have shorter rather than longer hours.

Generally speaking, the smaller the library the longer the hours of service.¹

Vacation.—A fair average for vacation is about three weeks, and to this is added (by a very few libraries) an extra ten days during the winter—a boon appreciated by the favored ones. Some large libraries also allow absence not exceeding twenty days during the year for illness. Most boards of trustees, however, do not deduct from pay for absence on account of illness.²

Time record.—In large libraries some check is necessary to prevent tardiness. As at school some pupils are pretty certain to be late unless punishment is meted out, so among library employees the same fault occurs unless means are taken to prevent it.

A simple and effective method is to provide a book of loosely-bound sheets, each sheet headed with the name of an employee, who records

¹ This is because the small library usually starts with false notions of the work. The larger libraries have gained experience which teaches that better results can be attained by adopting, not a mechanical system, but hours suitable to individual work. This average of seven and a half is found by including many libraries that still exact unreasonable hours. It will doubtless grow still smaller as the lessons of experience are more carefully studied.—M. D.

² A theory justifying this payment for services not rendered is that, rather than have lost time deducted, some employees will come to the library when their health and future best work require them to be at home or in bed. But, on the other hand, it is well known that, oftenor, if as much salary will be drawn by staying at home, many will skip days when they might better be on duty. Absolute fairness requires that those who do not exhaust their allowance for illness during the year may add the time to the annual vacation, and this resolves itself into the direct businesslike method of giving a liberal allowance, say six weeks (or half the teacher's usual vacation) for vacation and illness, and deducting for any absence for whatever cause beyond this. However much the librarian may sympathize with a deserving assistant in poor health, he has no right to dispense the taxpayers' money in charity, however worthily bestowed.—M. D.

in ink the time of arrival and departure; and at the end of the year the book holds a truthful record of attendance. I say truthful, because I believe that if each member of the staff is placed on honor and allowed to make his own entry, rather than report to some superior, there will be no intentional errors.¹

Salaries.²—"The laborer is worthy of his hire." The following resolution, adopted by the American Library Association at its meeting in Chicago, represents the ideal rather than the real condition of librarians and assistants:

Resolved, That in the opinion of the American Library Association the qualifications and salaries of library assistants in important positions should be on a par with high school teachers; that applicants for positions in libraries should have at least a high school education; and that the heads of large libraries should have salaries not less than those of public school superintendents in the same cities.

Usually, salaries are much lower than those of teachers and school principals, and with no apparent reason for the difference, unless it be the successful efforts of some librarians to conceal their salary lists. In a table such as that appended to this report it is impossible to include a complete list of employees; therefore the amounts received by the librarian and first assistant only are given.

The effect of such publicity ought to be beneficial to the profession, encouraging those on low salaries to ask their trustees for increase, and enabling trustees, without fear of criticism, to make such a fair increase as will place their institutions on a level with others in more favored localities.

There need be no fear that a board, on finding that it is paying higher salaries than those in another city of corresponding size and wealth, will attempt to cut down salaries, for it is easier to have salaries increased than decreased. As each community has its own local conditions it is not possible to lay down a hard and fast rule for salaries.

From 170 reports we find the average yearly salary \$1,364 for chief librarians; \$642 for first assistants, and \$375 for general assistants. These averages are low, but the tendency is upward.

Payment by the hour is resorted to by a few libraries, but the practice is not recommended, as it has proved impossible to arrange a satisfactory schedule; though substitutes are engaged by the hour.

For Sunday and holiday work it is customary to allow double pay.

¹The best method of recording time, now coming into wide use is by an attachment to a clock by which the exact minute of coming and going is recorded mechanically. It is much quicker and cheaper, but its great advantage is in eliminating all question of personal accuracy in the record made by an assistant or a recording clerk.

²See full discussion in A. L. A. proceedings, 1893, pp. 34-37, 41-42.

SUMMARY.

- (1) Politics should not enter into the appointment of trustees, librarians, or assistants.
- (2) Only trained men and women should be placed at the head of libraries.
- (3) The better the material selected, the more satisfactory will be the administration of the institution.
- (4) In cities and towns where he is held responsible for the conduct of the library, the librarian should have the appointment of all assistants and other employees.
- (5) Term of office should be during good behavior.
- (6) Every library should be a member of the American Library Association, and should be represented at all its meetings.
- (7) Catalogers should have shorter hours than other library workers, and should have a separate room.
- (8) Applicants for library positions should have at least a high school education.
- (9) Applicants should be required to pass written examinations before being appointed.
- (10) Assistants should learn to do work in all departments.
- (11) Seven to eight hours constitute a good day's work.
- (12) Library assistants should have four weeks' vacation during the year.
- (13) Qualifications and salaries of library assistants in important positions should be on a par with high school teachers.
- (14) Heads of large libraries should have salaries not less than those of public school superintendents in the same cities.
- (15) Library salaries ought to be published.

Place.	Name of library.	Free or sub- scription.	Class.	Number of volumes.	Population.
Akron, Ohio	Bierce ¹	S	Col	6,524	27,702
Do	Public	F	Gen	11,200	27,702
Albany, N. Y.	New York State	F	Gen	157,114	94,640
Allegheny, Pa.	Carnegie free	F	Gen	22,232	104,967
Amherst, Mass.	Amherst College	F	Col	59,000	4,512
Andover, Mass.	Andover Theological Seminary	F	Theol.	48,768	6,129
Ann Arbor, Mich.	University of Michigan	F	Col	77,705	9,509
Appleton, Wis.	Lawrence University	F	Col	12,038	11,825
Arlington, Mass.	Robbins	F	Gen	12,183	5,629
Auburn, N. Y.	Seymour	S	Gen	11,285	25,887
Augusta, Me.	Maine State	F	State	40,000	10,821
Ansonia, N. Y.	Wells College	F	Col	3,070	3,266
Ayer, Mass.	Public	F	Gen	5,511	2,148
Baltimore, Md.	City	F	Gen	23,641	433,547
Do	Enoch Pratt free	F	Gen	122,773	433,547
Do	Mercantile	S	Mer	40,000	433,547
Do	Peabody Institute	F	Gen	112,000	433,547
Bangor, Me.	Public	F & S	Gen	33,487	19,090
Batavia, N. Y.	Union school	F	Sch	10,000	7,200
Bay City, Mich.	Public	F	Gen	13,918	27,836
Berkeley, Cal.	University of California	F	Col	48,287	5,101
Beverly, Mass.	Public	F	Gen	13,347	10,795
Bloomington, Ind.	Indiana University	S	Col	14,684	22,242
Boston, Mass.	Athenæum	S	Gen	177,000	446,507
Do	Institute of Technology	F	Sci	22,788	446,507
Do	Public	F	Gen	576,237	446,507
Boulder, Colo.	Buckingham	F	Col	7,900	3,330
Braddock, Pa.	Carnegie free	F	Gen		8,561
Bridgeport, Conn.	Public	F	Gen	22,785	48,856
Bristol, R. I.	Rogers free	F	Gen	11,046	5,478
Brockton, Mass.	Public	F	Gen	17,861	27,278
Brookline, Mass.	do	F	Gen	39,007	12,076
Brooklyn, N. Y.	Brooklyn	S	Gen	117,609	804,377
Do	Pratt Institute	F	Gen	40,000	804,377
Do	Y. M. C. A.	S	Y. M. C. A.	12,600	804,377
Brunswick, Me.	Bowdoin College	F	Col	50,000	6,012
Bryn Mawr, Pa.	Bryn Mawr College	F	Col	9,760	
Buffalo, N. Y.	Buffalo	F	Gen	70,483	254,457
Do	Grosvenor public	F	Gen	35,000	254,457
Burlington, Vt.	Fletcher free	F	Gen	25,000	14,568
Do	University of Vermont	S	Col	43,374	14,568
Butte City, Mont.	Butte free public	F	Gen	16,000	10,701
Cambridge, Mass.	Harvard University	F	Col	292,000	69,837
Do	Public	F	Gen	36,643	69,837
Charlottesville, Va.	University of Virginia	F	Col	45,000	5,501
Chelsea, Mass.	Fitz public	F	Gen	13,619	27,850
Chicago, Ill.	Newberry	F	Gen	70,000	1,098,576
Do	Public	F	Gen	182,350	1,098,576
Do	University of Chicago	F	Col	380,000	1,098,576
Cincinnati, Ohio.	Public	F	Gen	158,673	296,309
Do	Young Men's Mercantile	S	Mer	60,000	296,309
Cleveland, Ohio.	Case	S	Gen	30,000	261,546
Do	Public	F	Gen	72,078	261,546
Clinton, Mass.	Bigelow free public	F	Gen	18,463	10,379
Clinton, N. Y.	Hamilton College	F	Col	35,000	1,750
Columbus, Ohio.	Public	F	Gen	14,064	90,398
Concord, N. H.	do	F	Gen	18,500	16,918
Danville, Pa.	Thomas Beaver free	F	Gen	8,523	9,073
Dayton, Ohio.	Public	F	Gen	32,288	58,808
Deham, Mass.	do	F	Gen	11,384	7,116
Denver, Colo.	City	F	Mer	23,351	106,670
Do	Public	F	Gen	14,000	106,670
Detroit, Mich.	do	F	Gen	115,661	295,669
Dover, N. H.	do	F	Gen	17,000	12,779
Dubuque, Iowa.	Young Men's Library Association	S	Gen	14,618	30,147
Duluth, Minn.	Public	F	Gen	10,253	32,725
Easthampton, Mass.	Public Library Association	F	Gen	9,305	4,395

¹ Of Buchtel College.² No regular time.³ During efficiency and good behavior.⁴ Good behavior.⁵ Indefinite.⁶ Pleasure of board.⁷ Average.⁸ No books circulated.⁹ No home circulation.¹⁰ High school graduates preferred.¹¹ All assistants \$9 per week.¹² Salary as instructor.¹³ Not fixed; without pay.¹⁴ Not given.¹⁵ From \$600 a year to \$2.50 a week.¹⁶ \$7 to \$15 per week.¹⁷ 18 cents an hour.¹⁸ Pleasure of trustees¹⁹ Besides salary as professor.

Total income.	Circulation.	Librarian's salary.	Librarian's term.	Hours of daily service.	Vacation.	Number of assistants.	Hours of daily service.	Vacation.	Salary of first assistant.	Salaries of other assistants.	Examination of applicants.
\$10,000	545	\$300	Yrs.	(²⁰)	Col.	2	6	Col.	\$240	\$120.00	No.
3,300	44,429	720	1	8	1 m.	1	8	1 m.	540		No.
37,900	7,186	5,000	(²¹)	30 d.	27	7	30 d.	30 d.		315.00-2,000.00	Yes.
15,000	108,679	2,500	2	7-8	2 w.	8	8	2 w.	720	480.00	No.
	8,000	2,500	(²²)	7	1 m.	1	7	1 m.	800		No.
	3,500	1,800	(²³)		Sem.	3		Sem.	900	Paid by hour.	
	3,100	2,700	(²⁴)	7	2 m.	9	7	2 m.	1,200	125.00-900.00	
	3,601		1		1 m.	1					
4,841	33,893	500	1	7-8	1 m.	7	3	None	(²⁵)	(²⁶)	No.
1,500	16,156	800	(²⁷)	9	1 m.						No.
	5,000	1,000	3	8	1 m.	3	8		660	350.00-480.00	No.
	9,516	150	(²⁸)	7-1	None	1	1	None	50		No.
7,800		1,500	2		2 w.	2	6	2 w.	900	720.00	No.
50,000	452,733	Conf.	(²⁹)	8	1 m.	54	8	2 w.	(³⁰)	(³¹)	No.
	76,000	720	(³²)	9	2 w.	1	3	2 w.	180		No.
		3,000	(³³)	8	1 m.	9	8	2 w.			No.
0,400	41,576	500	1	8	3 w.	3	8	3 w.	(³⁴)	(³⁵)	No.
	27,241	490	(³⁶)	6	None	1	0	None	400		No.
3,000	39,914	720	(³⁷)	3	3 w.	2	5	3 w.	300	96.00	No.
11,860	(³⁸)	2,400	(³⁹)	8	3 w.	2	8	3 w.	1,200	1,000.00	No.
2,300	28,743	670	1	5	1 m.	3	5	1 m.	150	(⁴⁰)	No.
2,000	7,825	1,000	1	7	Col.	7	7	Col.	600	250.00	No.
32,822	55,000	3,500	1	7-8	1 m.	22	7-8	2 w.	(⁴¹)	(⁴²)	No.
Not fixed	\$13,000		(⁴³)	7	(⁴⁴)	2	7	(⁴⁵)	(⁴⁶)	(⁴⁷)	No.
170,000	1,715,860		(⁴⁸)								No.
	3,150	900	1	8	2 w.	3	8	2 w.	800	600.00-480.00	No.
12,500	119,529	2,500	(⁴⁹)	8	2 w.	7	8	2 w.	720	240.00-480.00	No.
	19,786		1	5	None	1	5				No.
5,800	67,993	750	(⁵⁰)	9	3 w.	3	6	3 w.	456	450.00-360.00	No.
13,000	88,007	1,500	1	9	3 w.	3	7	3 w.	900	540.00	No.
25,000	98,484	3,000	(⁵¹)	10	3 w.	14	10	3 w.	1,500	(⁵²)	No.
1,602	173,690	1,500	(⁵³)	8	2 m.	17	7	2 w.	1,020	(⁵⁴)	No.
3,000	42,430	1,600	(⁵⁵)	12	4 w.	3	12	2 w.	300	180.00	No.
5,414	8,000	2,000	(⁵⁶)	7	1 m.	5	8	1 m.	600	(⁵⁷)	No.
5,300	1,020	900	(⁵⁸)	5	6 w.	1	5	6 w.	900	(⁵⁹)	No.
18,500	114,719	Conf.	(⁶⁰)	Under.	Under	6	9	2 w.	(⁶¹)	(⁶²)	Yes.
3,700	47,208	800	(⁶³)	All day.	1 m.	2	5	1 m.	500	144.00	No.
1,000	4,170	500	(⁶⁴)	8	Col.	3	6	Col.	600	(⁶⁵)	No.
13,000	37,226	2,400	(⁶⁶)	8	None	3	8	None	1,020	1,020.00	Yes.
25,000	Reference.	4,500	(⁶⁷)	(⁶⁸)	(⁶⁹)	32		1 m.	2,500	(⁷⁰)	No.
14,500	125,271	1,200	(⁷¹)	8	3 w.	7	8	2 w.	700	600.00-400.00	No.
4,200	3,761	800	(⁷²)	5	Col.						No.
4,500	62,653		(⁷³)	8	3-4 w.	4	7	3 w.	360	240.00-120.00	No.
Varies.	Reference.	(⁷⁴)	(⁷⁵)	(⁷⁶)		50	7	2 w.	(⁷⁷)	(⁷⁸)	No.
130,000	2,084,084	3,600	1	7	2 w.	81	7-7	2 w.	2,250	(⁷⁹)	No.
	Reference.		(⁸⁰)	8	3 m.		8	3 m.			No.
52,000	240,000		2	7	6 w.	25	8	3 w.		1,200.00-200.00	No.
9,857	65,577	2,000	(⁸¹)	11	1 m.	2	11	1 m.	1,000	900.00	No.
13,000	50,000	2,000	1	6	2 w.	4	6	2 w.	700	500.00-450.00	No.
31,000	286,583	2,200	2	2	2 w.	27	8	2 w.	(⁸²)	742.94	Yes.
	37,287	800	1	(⁸³)	3	2	2	None	(⁸⁴)	(⁸⁵)	No.
275	1,979	500	1	(⁸⁶)	16 w.	1	6	16 w.	400		No.
6,650	81,230	900	(⁸⁷)	5	2 w.	2	7	2 w.	1,200	600.00	No.
6,500	83,219	1,000	2	8	2 w.	4	8	2 w.	450	(⁸⁸)	No.
2,500	24,000	720	(⁸⁹)	7	2 w.	1	7	2 w.	240	(⁹⁰)	No.
9,750	96,200	900	1	8-10	20 d.	5	8	20 d.	900	500.00-180.00	No.
4,560	21,200	500	1	6	2 w.	1	6	2 w.	200		No.
8,760	100,819	2,000	1	10	30 d.	3	9	30 d.	480	360.00	No.
10,000	144,000	1,200	(⁹¹)	8	1 m.	6	9	1 m.	(⁹²)	(⁹³)	No.
45,000	438,851	2,500	(⁹⁴)	4	4 w.	25	8	4 w.	1,166	460.00-140.00	Yes.
3,200	53,000	750	(⁹⁵)	6	2 w.	2	5	2 w.	350	225.00	No.
3,180	25,023	500	1	6	None						No.
13,900	73,634	1,000	(⁹⁶)	3	2 w.	3	8	2 w.	660	660.00-540.00	No.
500	13,050	By day	1	7-2		1					No.

²⁰ Average \$107.10-25 cents and 20 cents an hour.

²¹ Confidential.

²² \$12½ to 20 cents per hour.

²³ Salaries paid by hour; average about \$500.

²⁴ \$100 each.

²⁵ Six months.

²⁶ By contract.

²⁷ Not fixed.

²⁸ 20 cents per hour to \$1,500.

²⁹ Vacant.

³⁰ No first assistant.

³¹ Total number employed.

³² From \$1,700 down.

³³ 20 cents per hour.

³⁴ \$450 down to 12½ cents per hour.

³⁵ Paid by librarian.

³⁶ \$60 per month.

³⁷ 1893: 91,041.

Place.	Name of library.	Free or sub- scription.	Class.	Number of volumes.	Population.
Elgin, Ill.	Gail Borden public	F	Gen	13,240	17,429
Elyria, Ohio	Elyria	F & S	Gen	10,000	5,611
Falls Village, Conn.				1,500	
Fitchburg, Mass.	Public	F	Gen	24,000	22,007
Florence, Mass.	Lilly	F	Gen	5,500	
Framingham, Mass.	Town	F	Gen	15,268	9,636
Frankfort, Ky.	Kentucky State	F	State	90,000	8,500
Fremont, Ohio	Birchard	F	Gen	12,490	7,140
Gloversville, N. Y.	Free	F	Gen	10,782	13,796
Grand Rapids, Mich.	Public school.	F	Gen	29,772	64,147
Green Bay, Wis.	Public	F	Gen	4,310	8,879
Groton, Conn.	Bill Memorial				5,539
Hanover, N. H.	Dartmouth College.	F & S	Col	75,000	1,817
Harrisburg, Pa.	State	F	State	98,000	40,164
Hartford, Conn.	Case Memorial	F	Gen	55,000	53,182
Do.	Public	F	Gen	38,000	53,182
Do.	Watkinson library of reference.	F	Gen	44,399	53,182
Haverhill, Mass.	Public	F	Gen	52,400	27,322
Helena, Mont.	State	F	State	4,000	13,834
Hoboken, N. J.	Free public.	F	Gen	10,483	43,561
Holyoke, Mass.	Public	F	Gen	15,600	35,528
Indianapolis, Ind.	do	F	Gen	51,694	107,445
Do.	State	F	State	23,500	107,445
Iowa City, Iowa	Iowa State University.	F	Col	27,257	7,016
Ipswich, Mass.	Public	F	Gen	11,500	4,439
Ithaca, N. Y.	Cornell University.	F	Col	111,007	11,557
Jackson, Mich.	Public	F	Gen	11,497	20,779
Jamestown, N. Y.	James Prendergast free.	F	Gen	8,756	15,991
Jersey City, N. J.	Free public.	F	Gen	30,845	163,987
Kansas City, Mo.	Public	S	Gen	18,000	132,416
Knoxville, Tenn.	Lawson McGhee Memorial.	F & S	Gen	8,137	22,447
Lacrosse, Wis.	Public	F	Gen	11,500	25,053
Lafayette, Ind.	do	F	Gen	11,220	16,407
Lancaster, Mass.	Town	F	Gen	22,464	2,201
Lawrence, Mass.	Public	F	Gen	33,962	44,550
Leicester, Mass.	do	F	Gen	7,066	3,120
Lincoln, Nebr.	University of Nebraska.	F	Col	17,000	55,491
Do.	State	F	State	29,000	55,491
Little Rock, Ark.	Arkansas State.	F	State	51,000	22,496
Los Angeles, Cal.	Public	F	Gen	29,389	50,394
Lowell, Mass.	City.	F	Gen	47,650	77,605
Do.	Middlesex Mechanic's.	S	Soc	21,260	77,605
Lynn, Mass.	Public	F	Gen	46,294	55,084
Madison, N. J.	Drew Theological Seminary	F	Theol	31,000	
Madison, Wis.	State Historical Society	F	Hist	72,000	13,302
Malden, Mass.	Public	F	Gen	21,340	22,984
Manchester, N. H.	City	F	Gen	36,068	43,983
Medford, Mass.	Public	F	Gen	14,297	11,052
Melrose, Mass.	do	F	Gen	9,720	8,500
Middletown, Conn.	Wesleyan University.	F	Col	40,000	9,012
Milwaukee, Wis.	Public	F	Gen	61,217	204,150
Minneapolis, Minn.	do	F	Gen	64,000	164,738
Monmouth, Ill.	Warren County.	F & S	Gen	14,500	5,936
Muskegon, Mich.	Hackley public	F	Gen	16,194	22,608
Newark, N. J.	Free public.	F	Gen	35,937	181,515
New Britain, Conn.	New Britain Institute.	S	Sch	8,000	19,010
New Brunswick, N. J.	Free circulating	F	Gen	8,615	18,459
Newburg, N. Y.	Free	F	Gen	18,234	23,263
Newburyport, Mass.	Public	F	Gen	28,720	13,914
New Haven, Conn.	Free public.	F	Gen	20,907	83,981
Do.	Young Men's Institute.	S	Sch	12,000	85,981
New London, Conn.	Public	F	Gen	9,150	13,759
New Orleans, La.	Howard Memorial	F	Gen	18,065	241,995
Newport, R. I.	Redwood Library and Athenaeum.	S	Gen	37,181	19,449
Newton, Mass.	Free.	F	Gen	36,910	24,357
New York, N. Y.	Apprentice's	F	Soc	95,000	1,513,501
Do.	Astor	F	Gen	238,946	

¹ Pleasure of board.² \$1 a day and increase.³ No limit.⁴ \$500 down to 12½ cents per hour.⁵ Indefinite.⁶ Not fixed.⁷ Interest on \$25,000.⁸ Not stated.⁹ Average salary \$280.¹⁰ Varies.¹¹ \$420 each.¹² \$100 per year.¹³ And 1 by the hour.¹⁴ Eight months.¹⁵ Confidential.¹⁶ Not given.¹⁷ Good behavior.¹⁸ Average.¹⁹ \$2 a day when employed.

Total income.	Circulation.	Librarian's salary.	Librarian's term.	Hours of daily service.	Vacation.	Number of assistants.	Hours of daily service.	Vacation.	Salary of first assistant.	Salaries of other assistants.	Examination of applicants.
\$6,856	84,522	\$300	Yrs.	10	2 w.	2	10	2 w.		(2)	Yes.
1,200	17,000	500	(1)	8	2 w.						
100	2,000	150	(3)	3	None						No.
4,000	48,918	1,000	1	10	2 w.	5	10	2 w.	\$540	(4)	No.
Secons.	11,267	312	(5)	7	(5)						No.
3,307	40,143	800	(5)	8	2 w.	1	8		200		No.
(7)	Reference.	1,000	2	7	None	1	7	None			No.
	15,068	(9)	1	7	2 w.						No.
	50,895	1,100	1	(3)	4 w.	2	8	2 w.	(5)	(9)	No.
5,189	147,552	1,200	1	(10)	4 w.	7	8	4 w.	(11)	(11)	No.
900	20,000	380	(6)	3-6	2 w.						No.
	Reference.	52	1	4	(5)	1					No.
	Reference.	2,200	(5)	6½	Col.	5	2	Col.	(12)	(12)	No.
	Reference.	2,500	4	10	None	2	8-10	(8)			No.
7,600	No record.	2,000		8		3	8	1 m.	480	(13) \$480.00	No.
15,000	14118,184	1,500	(5)	8	2 w.	7	8½	2 w.	(14)	(14)	No.
	Reference.	(16)	1	7	2 w.	1	8	2 w.	(16)	(16)	No.
5,000	68,416	1,800	(17)	9	4 w.	3	9	4 w.	500	18404.00	No.
	Reference.	1,080	2	8	None						No.
7,802	85,480	1,500	(1)	10	2 w.	4	7 or 8	2 w.		420.00-520.00	No.
3,000	40,263	650	1	7	2 w.	5	7	2 w.		100.00-250.00	No.
22,000	265,746	1,800	1	8 to 16	1 m.	19	8	2 w.	1,000	400.00-650.00	No.
5,720	Reference.	1,500	2	6	Op.	3	6	Op.	1,100	720.00-900.00	No.
2,000	9,868	1,200	(1)	8½	3 m.	1	8½	3 m.	500		No.
(10)	11,000	(15)	(1)	7	None	0					No.
	Reference.	(16)	(1)	8	2 m.	13	8	None			No.
2,777	64,210	800	1	7 or 8	None	1	7 or 8	None	400		No.
5,000	45,360	1,500	1	9	None	4	9	None	420	420.00	No.
28,500	345,096	2,500	(1)	7	4 w.	24	8	2 w.	900	180.00-500.00	Yes.
(21)	23,263	1,500	(1)	9	2 w.	10	9	2 w.	900	225.00-600.00	Yes.
3,616	10,700	900	1	6½	None	1	6½	None	360		No.
2,500	39,019	980	1	6	2 w.	2	6	2 w.	(22)	(22)	No.
3,200	37,939	600	1	11	None	1	11	None	420		No.
1,866	12,836	350	1	23 21	None	2	23 21	None		25.00	No.
9,500	98,643	1,400	(5)	6 or 7	3 w.	3	6 or 7	3 w.	600	(24)	No.
	6,127	83	1	23 6½	None	7	23 6½	None		12.00	No.
11,270	Reference.	1,100	(5)	7½	(5)	3	7½	(5)	900	18 600.00	No.
5,200	Reference.	(15)	4	9	None	3	9	None	1,700	18 900.00	No.
	Reference.	(26)									
19,000	233,863	1,800	(1)	8	3 w.	20	8	2 w.	1,200	180.00-900.00	Yes.
15,000	114,915	1,500	(17)	7	2 w.	11	8½	2 w.	626	187.00-469.00	No.
600	5,944	650	(17)	23 38	3 w.	0					No.
7,000	113,168	1,500	1	7	1 m.	5	7	1 m.	800	200.00-450.00	No.
9,000	8,212	(15)	(5)	8	1 m.	2	8	None	(16)	(16)	No.
2,000	Reference.	1,600	3	7	25 d.	5	7	25 d.	1,200	18 550.00	No.
7,500	72,677	1,000	1	9	2 w.	4	9	2 w.	500	18 433.75	No.
1,877	55,874	800	(5)	6	(5)	3	6	None	375	300.00	No.
4,382	41,670	1,000	(5)	6	3 w.	3	6	3 w.	400	240.00	No.
2,000	31,425	475	(5)	4½	2 w.	1	4½	2 w.	175		No.
	7,500	2,500	5	7	3 m.	1	7	3 m.	2 400		No.
31,000	151,597	2,500	(5)	8	24 d.	18	8	24 d.	800	240.00-800.00	Yes.
52,846	357,172	3,000	(5)	(5)		50	8	2 w.	960	(18)	No.
	17,000	450	1	10	None	0					
5,500	37,587	(15)	(5)	7½	1 m.	6	7½	2 w.			
40,010	274,015	3,000	(5)	7	20 d.	25	7	20 d.	900	(29)	Yes.
3,800	22,749	750	(1)	8½	1 m.	1	8½	1 m.	216		No.
8,800	8,869	(575) 900	(17)	8½	3 w.	1	8½	3 w.			
1,600	63,648	1,200	(1)	10	2 w.	2	10	2 w.		40.00	No.
2,828	33,914	1,000	(1)	7	2 w.	3	7	2 w.	300	(30)	No.
15,000	131,348	1,500	(5)	7½	3 w.	6	8	3 w.	700	(31)	Yes.
10,000		(16)		Vary.	1 m.	1	Vary.	1 m.			
5,000	38,851	900	(5)	7	1 m.	9	7	1 m.	400	900.00	
	Reference.	2,000	(5)	8	1 m.	3½	8	1 m.	(15)	(15)	No.
15,000	11,282	(15)	1	8	2 w.	1	8	2 w.	(16)	(16)	No.
12,375	127,786	1,200	1	8	3 w.	1	8	3 w.	650	450.00-500.00	No.
25,150	250,000	(5)	(5)	11	2 w.	12	11	2 w.	1,300		Yes.
	Reference.	(27)	(5)	8	1 m.	12	8	1 m.		192.00-900.00	Yes.

¹⁰Income of \$50,000.¹¹Not specified.¹²Paid by librarian.¹³Hours a week.¹⁴16½ cents an hour to \$120 a year.¹⁵See answer.¹⁶Secretary of State is librarian.¹⁷And room rent.²⁸\$40 and \$45 a month to begin, with an increase of \$5 each year.²⁹From \$900 a year down to 34 cents a day.³⁰From \$1 a day to \$375 a year.³¹10 cents an hour to \$480 a year.³²Superintendent, \$4,000; 4 librarians, \$1,200 to \$1,800 each.

Place.	Name of library.	Free or sub- scription.	Class.	Number of volumes.	Population.
New York, N. Y.	Columbia College	F	Col	135,000	.....
Do	Free circulating	F	Gen	58,000	.....
Do	Mercantile	S	Gen	241,017	.....
Do	Union Theological	F	Theol	68,633	.....
Do	Y. M. C. A.	F	Y. M. C. A.	40,800	.....
Do	Y. W. C. A.	F	W. C. A.	18,005	.....
North Adams, Mass	Public	F	Gen	12,109	16,067
Northampton, Mass	do	F	Gen	24,100	14,961
North Easton, Mass	Ames free	F	Gen	13,466	.....
Norwich, Conn.	Otis	F	Gen	19,000	16,192
Do	Reck	F	Sch	7,824	16,192
Oakland, Cal	Public	F	Gen	26,205	.....
Oak Park, Ill	Scoville Institute	F	Sch	5,750	4,771
Oberlin, Ohio	Oberlin College	F & S	Col	26,700	4,376
Olivet, Mich	Olivet College	F	Col	19,304	.....
Omaha, Nebr	Public	F	Gen	38,471	139,526
Orono, Me.	State College	F	Col	6,934	2,790
Oxford, Ohio	Miami University	F	Col	10,800	.....
Passaic, N. J.	Public	F	Gen	3,440	13,027
Paterson, N. J.	Free public	F	Gen	17,932	78,358
Pawtucket, R. I.	do	F	Gen	11,000	27,502
Peekskill, N. Y.	Public	F	Gen	6,011	10,026
Peoria, Ill.	do	F	Gen	40,000	40,758
Philadelphia, Pa.	Academy of Natural Sciences	F	Gen	33,175	1,046,252
Do	Apprentice's	F	Soc	14,500	.....
Do	Athenæum of Philadelphia	S	Soc	35,000	.....
Do	Drexel Institute	F	Sci	37,183	.....
Do	Franklin Institute	S	Mer	168,700	.....
Do	Mercantile	S	Sci	7,500	.....
Pittsfield, Mass	Wagner Free Institute	F	Gen	20,838	17,252
Plainfield, N. J.	Berkshire Athenæum	F	Gen	10,537	11,250
Plymouth, Mass	Public	F	Gen	10,000	7,292
Poughkeepsie, N. Y.	City	F	Gen	17,355	22,836
Do	Vassar College	F	Col	18,000	22,836
Princeton, N. J.	College of New Jersey	F	Col	161,000	3,422
Providence, R. I.	Brown University	S	Col	80,000	122,042
Richmond, Ind	Morrison-Reeves	F	Gen	17,000	16,845
Riverside, Cal	Public	F	Gen	.....	4,683
Rochester, N. Y.	University of Rochester	F	Col	26,200	138,327
Do	Reynolds	F	Gen	22,744	138,327
Rutland, Vt	Free	F	Gen	4,000	11,759
Sacramento, Cal	Free public	F	Gen	21,000	26,272
Do	Cal'ornia State	F	State	89,000	26,272
St. Johnsbury, Vt	St. Johnsbury Athenæum	F	Gen	12,534	6,567
St. Louis, Mo.	Mercantile	S	Mer	83,071	460,357
Do	Public	F & S	Gen	85,000	460,357
St. Paul, Minn	Minneapolis Historical Society	F	Hist	20,970	133,156
Do	Public	F	Gen	30,274	133,156
Salem, Mass	Essex Institute	S	Sci	60,000	30,735
Do	Public	F	Gen	25,505	30,735
San Diego, Cal	Free public	F	Gen	9,149	16,153
San Francisco, Cal	Mechanic's Institute	S	Gen	57,934	297,990
Schenectady, N. Y.	Union College	F	Col	37,300	18,392
Seranton, Pa.	Public	F	Gen	10,000	83,450
Seattle, Wash	City	S	Gen	3,000	43,914
Sioux City, Iowa	do	F	Gen	4,000	37,862
Skaneateles, N. Y.	Skaneateles Library Association	S	Gen	7,491	1,559
Somerville, Mass	Public	F	Gen	21,018	40,117
Southbridge, Mass	do	F	Gen	14,307	7,744
Springfield, Ill	do	F	Gen	22,875	24,852
Springfield, Mass	City Library Association	F	Gen	83,049	44,164
Stockton, Cal	Free public	F	Gen	15,598	14,376
Swarthmore, Pa.	Swarthmore College	F	Col	9,924	.....
Taunton, Mass	Public	F	Gen	36,087	25,389
Terre Haute, Ind	do	F	Gen	8,875	30,287

¹ See answer.

² Not given.

³ Indefinite.

⁴ From 10 cents an hour to \$1,000 a year.

⁵ Confidential.

⁶ 20 to 25 cents an hour.

⁷ 10 cents an hour to \$456 a year.

⁸ From \$5 to \$6.50 a week.

⁹ Good behavior.

¹⁰ Students.

¹¹ Assistants paid by hour.

¹² Pleasure of board.

¹³ Conference.

¹⁴ Not fixed.

¹⁵ No salary.

¹⁶ \$5 a week to \$50 a month.

Total income.	Circulation.	Librarian's salary.	Librarian's term.	Hours of daily service.	Vacation.	Number of assistants.	Hours of daily service.	Vacation.	Salary of first assistant.	Salaries of other assistants.	Examination of applicants.
¹ Varies.	26,632	(¹)	<i>Yrs.</i>	7½	1 m..	30	7½	2 w..			No.
{ \$34,000 }	391,570	\$1,500	(²)	8	1 m..	37	8	1 m..	\$300	(⁴)	Yes.
{ 28,000 }	169,627	(⁵)	(³)	(²)	(³)	12	9½	2 w..	(⁵)	(⁵)	No.
{ 28,102 }	No record.	(²)	3	7	4½ m.	2	2½	None	(⁵)	(⁵)	No.
	Reference.	(⁵)	(³)	9½	1 m..	4	9 to 10½	2-3 w	(⁵)	(⁵)	No.
4,500	44,577	900	(³)	7	1 m..	2	7	1 m..	780	(⁷)	No.
4,600	63,756	624	(³)	7	2 w..	2	7	2 w..	468	\$312.00	No.
2,400	52,476	442	1	6	None	3	6	None	338	(⁸)	No.
5,530	15,162	700	(³)	5	1 m..	0	8	2 w..	(⁵)	(⁵)	No.
750	75,000	1,500	1	8	2 w..	3	8	2 w..	100	(⁵)	No.
18,127	1,506	(⁵)	(³)	7½	1 m..	1	1½	2 w..	65	50.00	No.
2,500	134,411			2	2 w..	2	2	2 w..	720	300.00	No.
4,600	26,031		1	9½	None	2	9	None	600	250.00-600.00	No.
1,700	17,000	1,500	(³)	6	2 m..	5	8	6 w..	900	(¹¹)	No.
24,000	Reference.	(³)	(³)	5	12 w..	(¹⁰)	2	12 w..	(¹¹)	(¹¹)	No.
(¹⁴)	159,007	1,800	(¹²)	8	(¹³)	7	8	2 w..	208	300.00-600.00	No.
1,000	1,507	800	(³)	8	16 w..	0	8	2 w..	600		No.
1,300	1,143	(¹⁵)	(³)	8	Coll.	0	8	2 w..	520		No.
10,235	3,400	550	(³)	4	4 w..	1	(³)	2 w..	208		No.
6,700	83,860	1,800	(¹²)	8	4 w..	8	8	3 w..	600	60.00-500.00	Yes.
{ 15,000 }	46,073	800	(⁹)	7	2 w..	4	7	2 w..	520	104.00-400.00	No.
{ 12,200 }	22,200	260	(¹²)	6	2 w..	0	7	2 w..			No.
	80,294	2,000	(⁹)	9	2-4 w	7	9½	2 w..	(¹⁶)	(¹⁶)	Yes.
	Reference.	1,500	1	5	(³)	2	8	(¹)		540.00	Yes.
	62,699	900	1	9	1 m..	5	8	1½ d.		250.00	No.
	2,500	1,000	(³)	7	2 m..	0	14	d.			No.
(¹)	2,127	1,000	(⁹)	11½	(¹¹)	1	9	(¹⁸)	130		No.
17,350	87,000	1,600	(³)	8½	2 w..	10	8½	2 w..	720	180.00-450.00	No.
(¹)	Reference.	600	1	7	2 w..	2	7	2 w..	480	240.00	No.
4,000	Reference.	(⁵)	(⁹)	8	None	1	8	None	(⁵)	(⁵)	Yes.
3,200	19,544	600	(⁹)	7	3 w..	1	4	None	(¹⁹)	(¹⁹)	No.
	24,000	(²)	(⁹)	8	2 w..	1	8	2 w..			No.
3,500	35,428	1,650	1	8	3 w..	2	8	3 w..	400	360.00	No.
	Reference.										No.
10,000	30,000	(⁵)	(⁹)	6	Coll.	8	8	Coll.	(⁴)	(⁵)	No.
2,774	10,437	2,800	(⁹)	7	1 m..	1	7	1 m..	900		No.
	54,500	(²⁰)	(⁹)	8	(¹⁴)	5	8	2 w..	(²)	(⁷)	No.
	32,224	600	(³)	7½	None	1	7 to 8	None	264		No.
	Reference.	(²¹)	(¹²)	6½	2 w..	1	6½	2 w..	800		No.
20,925	19,821	1,200	1	9	None	0	8	1 m..	400	22 150.00	No.
2,500	46,265	800	(⁹)	8	1 m..	2	8	1 m..	840	420.00	No.
26,255	41,402	1,080	1	8	1 m..	2	6	2 w..	(⁵)	(⁵)	No.
3,000	Reference.	3,000	4	6	(¹⁴)	2	4	None	(²³)	(²³)	No.
20,000	17,068	750	(³)	7	1 m..	2	8	2-4 w	900	240.00-1,500.00	No.
54,000	219,346	3,000	(¹²)	(¹⁴)	(¹⁴)	13	8½	1-5 w	(⁵)	(⁵)	Yes.
6,000	121,000	3,600	3	(¹⁴)	2 m..	12	9½	2 w..	900		No.
13,000	Reference.	800	3	9½	2 w..	1	9	2 w..	(²)	(²)	No.
6,400	116,618	(⁷)	(¹)	7	2 w..	3	8	2-3 w		17 300	No.
12,900	Reference.			7½	2 w..	4	8	2 w..		(²⁴)	No.
40,000	106,142	1,500	(⁹)	7	2 w..	3	7	2 w..	600	300.00-480.00	No.
	56,137	960	2	8	2 w..	8	9	2 w..	1,800	300.00-1,080.00	No.
	139,090	3,000	(⁹)	8	2 w..	8	1	Coll.	50		No.
(¹)	Reference.	750	(³)	4	Coll.	1	8	2-3 w		180.00-600.00	No.
10,200	(²⁵)	1,800	1	(¹⁴)	2-4 w	6	8	20 d.	840	600.00-660.00	No.
12,000	100,000	1,200	(⁹)	8	20 d.	5	2	7½	900	420.00	No.
10,250	12,775	720	1	8	None	2	11½	2 w..	84		No.
	7,103	500	-1	11½	2 w..	1	10	3 w..	(²⁶)	(²⁶)	No.
	96,311	800	1	10	3 w..	8	10	3 w..	(²⁷)	(²⁷)	No.
	16,760	900	1	8	None	4	10	2 w..	720		No.
3,500	71,210	900	(⁹)	8	None	1	8	1 m..	480		No.
25,000	133,301	1,600	(⁹)	(¹⁴)	(¹⁴)	9	7½	3 w..		17 600.00	No.
6,000	82,696	1,200	(⁹)	10	2 w..	4	10	2 w..	720	420.00-480.00	No.
	800	(²)	(⁹)	8	Coll.		2	9	3 w..		No.
6,745	55,103	1,300	1	10	3 w..	2	9	3 w..		17 450.00	No.
3,900	25,740	550	1	10	None	1	10	None	525		No.

¹⁷ Average.¹⁸ 1 day a week in summer.¹⁹ \$1 a day.²⁰ Small.²¹ Professor.²² Sundays.²³ 12½ cents an hour, others 10 to 15 cents an hour.²⁴ Regulars, \$420 a year; others 12 cents an hour.²⁵ Began June 1, 1893.²⁶ 10 cents an hour to \$400 a year.²⁷ Paid by librarian.

Place.	Name of library.	Free or sub- scription.	Class.	Number of volumes.	Population.
Toledo, Ohio.....	Public	F.....	Gen	33,409	82,652
Topeka, Kans	Free public.....	F.....	Gen	12,000	31,809
Trenton, N. J.....	New Jersey State.....	F.....	State	40,141	58,488
Do.....	Union (W. C. T. U.).....	S.....	Gen	6,000	58,488
Troy, N. Y.....	Troy Young Men's Association..	F.....	Gen	30,201	60,699
Vergennes, Vt.....	Vergennes.....	F.....	Gen	2,800	.....
Waltham, Mass.....	Public	F.....	Gen	20,386	18,522
Warwick, Mass.....	do	F.....	Gen	2,712	565
Washington, D. C.....	U. S. Bureau of Education	F.....	Gov	45,000	229,296
Do.....	U. S. Coast and Geodetic Survey..	F.....	Gov	12,000	.....
Do.....	Library of Congress.....	F.....	Gov	660,000	.....
Do.....	U. S. Naval Academy	F.....	Gov .....	.....	.....
Do.....	U. S. Patent Office	F.....	Gov	63,082	.....
Do.....	U. S. Weather Bureau	F.....	Gov .....	.....	.....
Waterbury, Conn.....	Silas Bronson	F.....	Gen	48,218	28,591
Watertown, Mass	Free public.....	F.....	Gen	21,600	7,058
Waterville, Me.....	Colby University.....	S.....	Col	27,735	7,091
Wellesley, Mass.....	Wellesley College	F.....	Col	43,000	3,600
West Winsted, Conn....	Beardsley.....	S.....	Gen	6,468	4,846
Weymouth, Mass.....	Tufts College.....	F.....	Gen	13,805	10,843
Wilkesbarre, Pa.....	Osterhout free	F.....	Gen	17,073	37,651
Windsor, Vt.....	Library Association.....	F.....	Gen	6,435	1,846
Woburn, Mass.....	Public	F.....	Gen	31,036	13,491
Woodstock, Vt.....	Norman Williams public.....	F.....	Gen	7,389	2,545
Woonsocket, R. I.....	Harris Institute	F.....	Sch	12,341	20,759
Worcester, Mass.....	American Antiquarian Society...	F.....	Hist.....	93,000	84,536
Do.....	Free public	F.....	Gen	89,268	84,536

¹ Pleasure of board.² For all.³ Good behavior.⁴ Not given.⁵ Total cost, \$7,300.⁶ Confidential.⁷ Indefinite.⁸ 2 days a week.

Total income.	Circulation.	Librarian's salary.	Librarian's term.	Hours of daily service.	Vacation.	Number of assistants.	Hours of daily service.	Vacation.	Salary of first assistant.	Salaries of other assistants.	Examination of applicants.
\$15,000	101,723	.....	Yrs.	6	3 w..	6	6	3 w..	\$600	2 \$3,888.00	No.
5,000	45,760	\$720	(¹)	7	2 w..	3	7	2 w..	.....	340.00	No.
.....	Reference	(¹)	.....	.....	.....	2	.....	None	(⁵)	(⁵)	No.
.....	15,148	800	1	11	2 w..	2	11	2 w..	(⁴)	(⁴)	No.
4,700	47,012	1,020	(¹)	8	16 d.	2	8	2 ½ w.	(⁶)	(⁶)	No.
.....	.....	200	(⁷)	(⁸)	None	0	.....	.....	.....	.....	.....
.....	43,451	650	1	8	4 w..	2	8	4 w..	500	120.00	No.
.....	2,553	30	1	(⁹)	None	0	.....	.....	.....	.....	.....
2,000	Reference.	.....	.....	7	1 m..	6	.....	None	.....	.....	Yes.
(¹⁰)	Reference.	1,800	(⁷)	6 ½	30 d.	2	6 ½	None	1,400	720.00	Yes.
(¹⁰)	Limited.	4,000	(¹¹)	8 ½	30 d.	27	8	None	2,500	600.00-1,800.00	No.
.....	.....	1,800	(⁸)	7	None	2	7	None	1,400	700.00	No.
.....	Reference.	2,000	(¹²)	6	(⁴)	18	6	None	(⁴)	(⁴)	No.
.....	.....	1,600	(⁹)	6 ½	30 d.	3	6 ½	30 d.	1,000	450.00-100.00	Yes.
12,500	65,350	1,800	(⁷)	8 ½	4 w..	4	7 to 8 ½	4 w..	700	250.00-500.00	No.
4,000	36,000	(¹)	(⁷)	6	2 w..	4	6	2 w..	.....	250.00-500.00	Yes.
(¹⁰)	7,500	1,800	(⁷)	7	Coll.	1	7	Coll.	200	.....	No.
.....	Reference.	(¹³)	1	6	3 m..	2	6	2 m..	.....	¹⁴ 800.00	No.
.....	8,347	(⁴)	(⁷)	7	2 w..	0	7	2 w..	.....	.....	No.
.....	58,246	500	1	7	3 w..	2	7	3 w..	(¹⁵)	(¹⁵)	No.
16,000	54,885	2,000	(³)	8 ½	4 w..	6	7 to 8	4 w..	800	480.00-600.00	No.
600	8,114	(⁴)	(⁸)	1 ½	None	1	1 ½	None	78	.....	No.
6,000	62,026	1,200	1	9 ½	2 w..	2	8	2 w..	600	300.00	No.
2,580	12,762	300	1	7	None	0	.....	.....	.....	.....	.....
8,000	21,297	600	.....	7	1 m..	1	7	1 m..	250	.....	No.
7,500	Reference.	1,800	(¹)	7	3 w..	2	7	3 w..	(⁶)	(⁶)	No.
28,360	199,108	3,500	1	6	30 d.	20	7 ½	30 d.	1,000	(¹⁶)	No.

⁹ 10 hours a week.¹⁰ See answer.¹¹ Pleasure of President.¹² Not fixed.¹³ \$900 and house.¹⁴ Average.¹⁵ 15 cents an hour.¹⁶ 12 ½ cents an hour to \$750 a year.

THE LOS ANGELES PUBLIC LIBRARY TRAINING CLASS.

By TESSA L. KELSO, Public Librarian, Los Angeles, Cal.

In October, 1891, the following rules were adopted by the board:

That previous to being given paid employment all applicants be required to take a course of training in the library, not to exceed six months.

That once every three months an examination shall be held of such candidates as may have presented themselves for admission to the classes.

That these examinations be general in character, aiming only to determine whether by previous education and natural adaptability the qualifications of the applicant are sufficient to warrant the undertaking of library work.

That, having given satisfactory evidence of such qualification, the candidate be accepted as a pupil in the training class, subject to the following conditions:

Entrance examination.—Open to young women of not less than 17 years of age. Candidates to file written applications on following blank provided for this purpose, agreeing to give three hours' daily service for a period of six months.

APPLICATION FOR POSITION AS LIBRARY PUPIL.

To the Board of Directors of the Los Angeles Public Library:

I hereby make application to be placed on the list for appointment as a pupil in the public library, subject to existing rules and any rules to be hereafter made by the board of directors, and I herewith furnish answers to the questions below in my own handwriting.

Questions.

Answers.

1. Give full name.....
2. Residence (street and number).....
3. How long have you resided in Los Angeles?.....
4. Place of birth.....
5. Age.....
6. Are you engaged in any occupation? Give particulars.....
7. What school training and business experience, if any, have you had?....
8. Have you a father living? If so, state where and in what business.....
9. Have you a mother living?.....
10. Do you reside with your parents?.....
11. What is the condition of your general health?.....
12. Have you read the printed rules and regulations of the library?.....
13. Have you any knowledge of languages? Give particulars.....
14. Give names and address of at least two persons to whom you refer.....

[Signature of applicant.]

Name ———

Address .

Dated ——— —, 189— .

Los Angeles Public Library Training Class.

REQUIREMENTS.

The library, in its training class, does not profess to give general information, or to make up deficiencies in early education, and therefore requires of all candidates for admission to the class attainments equivalent at least to those of a completed high school course.

Before submitting themselves for examination, candidates must have informed themselves of the contents both of the preface and appendix to the finding list, and of the rules and regulations of the library.

Candidates will be examined in literature, history, current topics, and business forms. No promise of permanent employment in this library is held out to any candidate; but all regular appointments to the library staff are made from the ranks of the library training class graduates.

Applicants must be young women not under 17 years of age, and they must agree to give three hours' daily service for a period of not less than six months, at the end of which time, upon passing an examination in a manner satisfactory to the board, they will be placed on the substitute list for paid employment as opportunity offers.

SUGGESTED PREPARATION FOR ENTRANCE EXAMINATION.

Make a copy of the 900 (history) classification adopted by this library.

Fill in with the names of the most important authors and titles of books on the different periods and countries.

See Dewey—Decimal Classification.

See Adams's Historical Literature.

See Freeman's Outlines.

See Allen's History Topics.

Make a copy of the 800 (literature) classification adopted by this library.

Fill in with the titles of the most important books of the authors there represented.

See Stedman—Encyclopedia of American Literature.

See Underwood—Handbook of English Literature.

See Allibone—Dictionary of Authors.

See Scherer—History of German Literature.

See Van Laun—History of French Literature.

See Ticknor—History of Spanish Literature.

See Quackenbos—Ancient and Classical Literature.

See Dewey—Decimal Classification.

Group the 800 (literature) classification into centuries, thereby making a contemporaneous classification of the literature of all countries.

See Dewey—Decimal Classification.

Make a copy of the 320 and 330 (political economy and social science) classification. Fill in with authors and titles of books best representing subheads of these classes.

See Dewey—Decimal Classification.

Be able to name at least one authority on each one of the subclasses of 500 (natural science).

See Dewey—Decimal Classification.

Be familiar with the names and dates given in the 180–190 (history of philosophy) classification.

See Dewey—Decimal Classification.

The examination is largely oral, and is conducted by a committee of three of the directors. The following specimen questions from the last examination show its nature:

1. Do you take books from the library?
2. Have you read the preface and appendix to the finding list?
3. What is Poole's Index?
4. What system of classification is used in this library?
5. Have you read the rules and regulations of this library, and questions bearing thereon?
6. What periodicals do you read?
7. Name the three largest towns in Los Angeles County in order.
8. What are the population, area, and manufactures of Los Angeles?
9. Write the names of five leading American novelists.
10. Write the titles of five leading American periodicals. Five leading British periodicals.
11. When was the first Atlantic cable laid?
12. What is the oldest record of a public library?
13. Who invented printing and when was it introduced?
14. Write the names of five leading American daily newspapers.
15. Mention one writer and one book on each of the following subjects: Philosophy, religion, education, astronomy, geology, fine arts, travels.
16. Write the title of one work of the following authors, giving author's nationality: Ruskin, Prescott, Darwin, Schiller, Hugh Miller.
17. Write the names of authors of the following works: Sartor Resartus, Don Quixote, Jerusalem Delivered, Robinson Crusoe, Gates Ajar, Pentateuch, Mother Goose, Locksley Hall, Eve of St. Agnes, Wealth of Nations, Water Babies.
18. Who made the first English dictionary, and when?
19. Name the standard English dictionaries of to-day, and describe their respective merits.
20. Who was the founder of the school of American fiction?
21. Write the names of five leading American poets. Five leading English poets.
22. Locate by century and briefly characterize: Bacon, Molière, Garrick, Michael Angelo, Newton, Copernicus, Tasso, Pope, Milton, Spanish Armada, Nelson, Cervantes, Shakespeare, etc.

Enough candidates, i. e., not less than six, having satisfactorily passed the entrance examination they immediately report for duty, and from this time are governed by the rules and regulations of the regular staff. Hours of arrival are assigned to each pupil, and their names are entered on the time register for regular employees. All absence and tardiness from whatever cause is noted and reported to the examining committee on the day of the final examination. Very little theoretic instruction is given, the work of the pupil being absolutely practical; not part of, but all the actual daily routine of the library is supplemented by lectures on library economy and comparative literature. Pupils are encouraged to attend the meetings of the Southern California Library Club, where topics of a technical and general nature are discussed by teachers and librarians of Los Angeles and surrounding towns. Pupils are not only shown how a thing is done; they are required to do it themselves. Under direction of the assistant librarian, each pupil in turn serves as an understudy to the heads of the various departments. The library has a collection of

blanks from 40 or 50 American and English libraries which are used for comparative study in the different departments. No fees for either the first or second course are exacted, and no conditions requiring educational diplomas are made. Apprenticeship is divided into two courses of six months of three hours' daily service each, and the work of each student is apportioned as follows:

FIRST COURSE, THREE TERMS, TWO MONTHS EACH.

First term, eight weeks, three hours daily.

Accession, first to sixth week.—First week: Theory of selecting and buying books, prices, editions, duty, transportation. Second week: Examination of trade catalogs, publishers' lists, and second-hand catalogs. Third and fourth weeks: Correspondence, including library handwriting, care of letter, order, and gift books, letter files, presses, etc. Fifth and sixth weeks: Reception of books, checking bills, preparation of books for the shelves.

Binding and mailing, seventh and eighth weeks.—Student prepares books for bindery, keeps bindery book, inspects bindery, receives, checks, records and files the periodicals and newspapers, care of periodical subscription lists, use of postal notes and money orders, local and foreign rates for first, second, third, and fourth class matter explained.

Second term, eight weeks, three hours daily.

Classification, first to fourth week.—Dewey and Cutter systems taught, others explained. Last week in this work given to study of typographic form of catalogs. Three hours each month given to reading proof of library bulletin and special lists. A rotatory schedule is arranged to cover three months, assigning to each pupil the weekly care of one of the 10 classes in the circulating department. During this time pupils have the entire care of the different classes, keeping the shelves in order, the books neatly labeled, the shelf sheets up to date, reporting missing volumes, etc.

Reference, fourth to eighth week.—First week: Study of catalogs and bibliographies. Second week: Examination of reference books, compilation of five lists of reference books, viz, one of \$500, one of \$1,000, one of \$2,000, one of \$2,500, and one of \$5,000, respectively. Third week: Study of authorities on history, political economy, religion, and art. Fourth week: Compilation of a special list. Subjects of lists prepared by previous classes are as follows: Arthurian legends, American history by periods, American history by geographical divisions, a study of California State documents with reports made to the governor, a study of works on ancient art, a study of the St. Amand series, United States publications. * * * These studies embrace the mechanical form of the volumes, the standing and personality of the author, and the source and comparative merit of the text.

Third term, eight weeks, three hours daily.

Loan and shelf.—First week: Library use. Pupil makes a collection of all blanks used in this library, and examines the collections of blanks of other libraries, which are mounted and indexed for this use. Second week: Home use. Pupil completes her collection and examination of blanks, and studies various methods of charging, recording, lost and overdue books, school loans, branch libraries, etc. Third week: Registration. Pupil is stationed at registry desk to do actual service under direction of the clerk in charge. Fourth week: Pupil studies arrangement of shelves, nota

tion, value of fixed and relative locations, care of documents, pamphlets, maps, music, periodicals, shelf sheets, etc. Fifth to eighth week, inclusive: Pupils are assigned to practical work at the receiving, delivery, and registry desks.

Examination.—Having completed the six-months course, a written examination, covering the work done, is required. Time, 10 hours; total number of credits, 500, divided as follows:

Accession (12 questions)	120
Classification and reference (16 questions)	160
Loan and shelf (12 questions)	120
Thesis	100

Thesis to be on some subject of library economy selected by the pupil and approved by the committee, and submitted on the day of examination.

Pupils passing with an average of 70 per cent receive certificates, an average of 85 per cent entitling them to employment in the library for six months, four hours a day, at \$10 per month, provided the pupil takes the second course.

LOS ANGELES PUBLIC LIBRARY.

PUPIL'S CERTIFICATE.

LOS ANGELES, CAL., ———, 189 —.

This is to certify that ——— has completed the first course of six months' study in this library for the purpose of qualifying in the duties of an attendant, and has passed the prescribed examination with credit.

Maximum credits, ———.

Percentage obtained, ———.

—————, *President.*

Attest:

Clerk and Librarian.

Following is the final first course examination, given to the last class, with subjects of theses. Ten credits are assigned to each question.

1. What is the main financial support of this library; how is it derived, and under what conditions?
2. Describe concisely everything that is done with a book, or in relation to it, from the time it is ordered to the time it gets on the library shelves.
3. Name at least five great book markets of the world.
4. What is the average discount to a public library on American books bought in New York?
5. Name at least six authentic sources, not necessarily American, of value to the librarian in the selection of books.
6. Name at least five large American publishing houses, giving their location.
7. What American publishing firm makes a specialty of maps, atlases, guides, etc., and where is it located?
8. How would you trace the price and publisher of an American book published within the last six months?
9. What determines the value of an edition for public library use?
10. Describe concisely the purpose and form of the accession book.
11. Note briefly the records necessary in the accession department.

12. Abbreviate—

- | | | |
|-------------------|-------------------|-----------------------|
| 1. Biography. | 15. Including. | 29. Series. |
| 2. Illustrated. | 16. American. | 30. Supplement. |
| 3. Society. | 17. Large octavo. | 31. Introduction. |
| 4. Translated-or. | 18. Compiled-er. | 32. Copy-copyrighted. |
| 5. Chronologic. | 19. Born. | 33. Fiction. |
| 6. Died. | 20. French. | 34. German. |
| 7. From. | 21. Greek. | 35. Italian. |
| 8. Christian. | 22. Roman. | 36. Russian. |
| 9. Latin. | 23. Danish. | 37. English. |
| 10. Swedish. | 24. Number-s. | 38. Part. |
| 11. Manuscript. | 25. Engraver-ed. | 39. Pseudonym. |
| 12. Published-er. | 26. Edition-or. | 40. Volumes. |
| 13. Anonymous. | 27. Catalogue. | |
| 14. Report. | 28. Journal. | |

13. What are the principal systems of classification adopted by American libraries, and what are their chief points of variance?

14. What are some of the characteristic features of the Dewey system?

15. Define the classification or arrangement adopted in a classed catalog, an author catalog, a dictionary catalog, and cite an instance of each.

16. What are the chief enemies of a library book and the causes of its injury and destruction?

17. Explain notation, classification, and cataloging, and define their relative connection.

18. Name the principal dictionaries of the English language in use to-day, and give your estimate of their comparative merits and advantages.

19. Name five important books issued during the last six months, with description and critical note.

20. Give a list of 5 daily, 10 weekly, and 20 monthly periodicals you would suggest for a public library newsroom.

21. Describe briefly the bibliographic periodicals of this country.

22. Describe Poole's Index.

23. In looking up the subject of the Reformation, of what assistance would the D. C. be to you?

24. Define 923, 143, 68, b².

25. What catalogs of United States public documents have been and are being issued?

26. What connection have the following-named persons with American literature? Justin Winsor, R. R. Bowker, F. Leyboldt, Paul Leicester Ford, Wm. I. Fletcher, Wm. Dwight Whitney.

27. Make as complete a list as you can of the magazines and reviews on file in the reference room of this library.

28. Of what special fiction lists have you knowledge?

29. Who is eligible to membership in this library, and under what conditions?

30. What is the responsibility of the guarantor?

31. Describe the school-delivery system of this library.

32. Outline briefly the delivery-station system and the branch-library system.

33. Specify briefly the rules of this library for the time limitations of book loans; for fines imposed for delinquencies; for the security to be given in case of loss of book or card.

34. What is the function of the shelf sheet?

35. Give a form of monthly report on the work of a public library.

36. Give the points to be covered by the index to the membership of a public library.

37. State, as nearly as you can, the relative circulation of the different classes of this library.

38. Describe the "slip case" and its uses.

39. Make an imaginary receipted invoice for any twelve books, showing various discounts of 25, 33 $\frac{1}{3}$, and 40 per cent.

40. Describe the qualifications necessary for success in an attendant who waits on the public at the counter.

Subjects of theses: "Library benefactions," 1,293 words; "Two aspects of the library question, education—recreation," 1,328 words; "Importance of proper reading for the young," 1,160 words; "American bibliographies," 1,399 words; "Charging systems," 1,650 words; "Service at the desk in a public library," 1,008 words.

SECOND COURSE, SIX MONTHS.

Two terms, three months each, three hours daily.

First term. Practical cataloging, Cutter system taught; others explained.

Second term. Theoretic work based on deductions made by careful study of American and foreign library reports and statistics and professional periodicals. Thorough study of California State law governing libraries, and of its application in municipal administration.

Examination.—Technical, written; ten hours; percentages same as for first course; no thesis. Pupils receive the following certificate:

LOS ANGELES PUBLIC LIBRARY.

PUPIL'S CERTIFICATE.

LOS ANGELES, CAL., ———, 189—.

This is to certify that ——— has completed the second course of six months' study in this library for the purpose of qualifying in the duties of a cataloger, and has passed the prescribed examination with credit.

Maximum credits, ———.

Percentage obtained, ———.

———, *President.*

Attest:

Clerk and Librarian.

Pupils after the first month's service become eligible to Sunday and holiday duty at 20 cents an hour, and to employment by the clipping bureau of this library at the regular rates. No pupil may be employed as substitute till she has at least passed the first-course examination with an average of 70 per cent.

No promise of permanent employment in this library is held out to any applicant; neither are regular appointments to the library staff made except from the ranks of training-class graduates. The library staff is divided into nine classes, with salaries ranging from \$10 to \$50 per month, and hours of service from four to eight hours per day. The number of attendants in the higher classes is limited, and to these no promotions are possible, except in case of vacancies. The regular staff is divided into three groups, the salaries of \$10 to \$25, first class; \$25 to \$35, second class; and \$35 to \$50, third class. The certificated pupils are divided into corresponding groups, the percentages of each being graded as follows: 70 to 80 in the first class, 80 to 90 in the second class, and 90 to 100 in the third class, and from these the substitutes are employed.

This plan has been in successful operation in the Los Angeles Public Library for three years, 60 applications for admission to the classes having been received, meantime, from this and Eastern cities. Of 37 applicants who have served as apprentices, 19 have passed the examinations and 15 have been absorbed by the library in which they have received their training. Our library has found that its liberal conditions enable young women to take the training course who otherwise would have been debarred from the apprenticeship, yet who at the end of the six months' service will develop unexpected and desirable library qualities. These persons the library encourages to continue their studies by offering them the slight remuneration of \$10 per month, provided the second course is taken, at the conclusion of which it is estimated that the student will have acquired such executive or cataloging ability as will make her a valuable assistant in either capacity. In several cases young women who appeared specially bright and capable, apparently possessing that quick perception and tact so desirable in public library service, proved on trial utterly incapable of performing that most trying of all the library duties, namely, desk service. To be able to cope successfully with a restless throng at the delivery desk, or to make courteous and appropriate suggestions or directions to readers is a faculty not learned in any school but that of experience. Such cases as above cited drop from the ranks of the apprentices in a perfectly natural manner. That sifting process is constantly going on, so that those who remain have won confidence by proved efficiency.

For small libraries specially hampered by a chronic necessity for retrenchment, the plan of a training class or apprentice system is recommended as a direct saving of money. There is always enough local material within reach which, though undesirable in its inexperienced state, will nevertheless, trained and fitted for service, be a considerable factor in securing for the library the general esteem. As this is the library's source of support, it is a double-edged stroke of policy to train local employees, thereby not only fastening its hold on its constituents but at the same time receiving an amount of service which, if paid for in coin, would add considerably to the annual salary account.

SUNDAY OPENING OF LIBRARIES.

By MARY SALOME CUTLER,

Vice-Director New York State Library School.

This theme has the advantage of being unhackneyed, at least in the ordinary channels of library discussion. Except for a single casual mention at the Thousand Islands, it first came before the American Library Association in St. Louis, 1889. This report is simply a revision of that paper, bringing it up to date. The Government report, our text-book of library science, makes only incidental mention of it. The index to the Library Journal gives us 63 references to the subject, but

only 3 to an article covering more than a single page. It has but one mention in the 12 numbers of Library Notes. In 1877, while entertaining their American cousins, the British librarians had a little informal talk on this subject. In 1879 a Sunday opening motion was withdrawn by Mr. Axon in deference to the feelings of the opposition, and in the three following years similar motions were tabled without discussion. (See *L. j.* 2: 274-5; 4: 420; 5: 265-66; 6: 258; 7: 231.) However this may be accounted for, we would claim for it an important place among the practical problems that must be solved by the modern librarian in raising his library to the highest usefulness.

The present discussion is limited to public libraries, though the statistics gathered include other classes. Much that will be said applies to libraries in general; moreover, the various kinds shade into each other, e. g., the proprietary often does the same work as the free public. The strongest advocates of the plan will try to convince us, with at least some show of reason, that even libraries for scholars should be run on the "town-pump" principle, and will point us to the fact that the Boston Athenæum has been open on Sunday since 1807, and that Harvard College library, an acknowledged leader, has opened its doors from 1 to 5 on Sunday since October 3, 1880, with a growing use from that day to this. They will also remind us that this action was approved by Phillips Brooks as chairman of the board of overseers. At the same time there is a clear distinction between libraries for scholars and libraries for the people; between working libraries (mental laboratories) and those designed for recreation and general culture. Arguments which obtain for opening the one do not hold good for the other. We therefore choose not to complicate the matter by a minor issue, but to ask ourselves in all seriousness the practical question, Should free libraries be open on Sunday?

We are met at the outset by the statement that the plan proposed is a dangerous step because of its inevitable tendency to secularize the Sabbath. It is looked on as the opening wedge which would lead gradually to breaking down the day of rest. From libraries and art galleries to museums is a single step, and by and by the lowering of public conscience will call for Sunday concerts, and a little later Sunday theater-going will be looked on with complacency. Meanwhile, if men must work that others may be amused, the passion for gain will soon demand increase of labor in other directions. They picture to us the French Sunday, a Sabbath only in name and in reality a seventh day of labor, and with this in mind we feel that those who have these matters in hand should think twice before running any risk of such a consummation.

In Cardiff, Wales, where there is a free library and museum, an offer was made of a valuable gift of pictures, on condition that the picture gallery be kept open on Sunday. The reply of the committee (after refusing to call for the opinion of the taxpayers) expresses the senti-

ment of that large class of earnest and conscientious citizens who oppose such movements:

Resolved, That in the opinion of this committee, seeing the logical issue of opening museums on Sunday must involve an enormous increase in Sunday labor, and so lead to the virtual enslavement of workingmen and to the prejudice of national interests, it is undesirable to accept the offer of Colonel Hill on the condition named.

This is the position taken by Bishop Potter in an admirable article (see *New Princeton Review* for 1886, 2: 37-47), one of the best presentations of this side of the Sunday question.¹ It shows an entire absence of the Pharisaic spirit and a thoughtful consideration of the best interests of the laboring class. He makes a strong point of the claim that the workingmen themselves do not desire Sunday opening. This feeling is expressed by a vote taken in England in 1882, where, he says, 62 trades unions, representing 45,482 members, voted in favor of Sunday opening, while 2,412 societies and 501,705 members voted against such opening; and further by the opinion of such men as Broadhurst and Mundella, who were originally workingmen, and stand in the House of Commons as representatives of that class. Both these men opposed the motion before Parliament to open national museums and libraries on the day of rest, the stand taken by them largely influencing the vote (208 to 84) which defeated the measure.

Summing up the objections, we would say that Sunday opening is opposed by many of our best citizens because—

1. It compels additional Sunday labor.
2. It tends surely to secularize the Sabbath.
3. The workingman does not want it.

These various objections will appear to us weak or weighty, according to our idea of Sunday itself, and in fact this discussion involves the whole Sunday question. If, therefore, we would come to an honest and reasonable conclusion, we must not shrink from facing this much-vexed and perplexing subject of dispute.

Are there not two well-defined and distinct conceptions of Sunday observance, and also two equally well-defined and distinct conceptions of libraries?

Rest from bodily labor in the strictest sense, and a day devoted to purely religious exercises, is the ideal Sunday of the Jew, the Puritan, and of a large body of Protestant Christians of our time. An investigation of our early State laws shows legislation on the subject very nearly uniform in its purpose, in its prohibitions and penalties. Ordinary work, business, travel, recreation, fishing, hunting, visiting, riding, driving cattle, walking in the fields, loitering, selling liquor, and using tobacco were restricted; churchgoing was commanded, and punishments like fines, whipping, putting in the stocks, cutting off ears, and imprisonment were rigidly inflicted. During the early days of Vir-

¹In a later article Bishop Potter favors Sunday opening of libraries. (See *Forum*, 1892, 14: 194-200.)

ginia, before the organization of the General Assembly, absence from church was visited with a night's imprisonment and a week's slavery; for the second offense, a month's slavery, and for the third, a year and a day. (See Cooke, John Esten. Virginia, 1883, p. 112.) Passing by the severity of those early days and coming down to the New England Sunday two or three generations ago, we find the same idea in a milder and more attractive form. Perhaps some of us have spent a Sabbath in one of those old New England towns where the modern spirit of inquiry and doubt has not yet penetrated. An air of peace and calm pervades the place. The churchgoing and the hymnsinging and the quiet hours for thought were a perfect heaven to a devout and aspiring soul. But this world is not made up of saints, and "the Sabbath was made for man."

Strangely enough, something in this notion of Sunday reminds one of the library of the olden time. A Sabbath stillness at all times pervaded this temple of wisdom. The object of its existence was to inspire due reverence for itself. The priest of the temple was never so happy as in the summer vacation, when every book was in its proper place on the shelves and himself the only occupant. We must not, however, make the mistake of undervaluing the influence of the old-school library. It has preserved for us the treasures of antiquity, without which our modern scholarship would have been meager; it has opened its doors to the scholar and to the man of leisure; it has, moreover, encouraged in him independence of thought during the frequent intervals in which its gates were barred. Like the old-time Sabbath, its work has been limited, because, like the Sabbath, it has existed for its own sake and not first of all for man.

The other conception of Sunday has for its primary thought the good of man, and that not of the favored few, but of all. Like its predecessor, it involves physical rest and spiritual opportunity, but is not confined to these. It provides for the growth and development of the entire man—physical, mental, social, æsthetic, moral, and spiritual. With this view, no iron code of laws can be laid down for its observance. Such a code would be subversive of its purpose; it must change as man changes, adapt itself to new surroundings, supply his fresh and varying needs, and, without arbitrary decree or provision of statute or exhortation from the pulpit, perpetuate itself and work out its glad and beneficent mission. I like Beecher's characterization of Sunday as a "parlor day," from which, of our own free will, we keep the common utensils of the kitchen, the barn, and the workshop.

Frederick Denison Maurice, whose clear spiritual eye often sees a truth obscured to more earthly visions, tells us in his *Life and Letters*—

It is certain that we and the Romanists have each taken half the idea of Sunday, and spoiled that half; they believing it to be a day of joy, and therefore working their bodies and giving way to bodily license upon it, and we supposing it to be spiritual, and therefore making it sad. (See *Life*, Vol. I, p. 303.)

Surely this need not be. We can not be content to settle down to the conviction expressed in these words ascribed to Horace Greeley: "You must choose between the Puritan Sabbath and the Parisian Sunday; there is no middle-ground." Already leaders of religious thought point to something better. The Bampton lecture for 1860, entitled "Sunday, its origin, history, and obligation," breathes this broad and generous spirit; and the concluding chapter, "The Lord's day viewed practically," is well worth reading in this connection. The following is from an article in the *Atlantic Monthly* for 1881 (47: 537), called "The new Sunday:"

The trend of the new Sunday is in the direction of a healthier and more persuasive Christianity, not wholly nor immediately what all could wish, but enough to give one hope of better things in store. The escape from the narrow requirements of an earlier day may for the moment, even, be the taking of some steps backward. To see social and religious changes correctly one must not look at them from a local point of view alone. The present influence of Sunday is to broaden the Christian conception of the possibilities of ethical life and to uplift mankind on the physical, social, and intellectual, as truly as upon the moral and spiritual side.

Such a Sabbath would be, as Emerson called it, "the jubilee of the whole world." (See *Nature*, addresses and lectures, p. 147.)

We will let Mr. Dewey tell what is meant by the modern library idea:

With the founding of New England it was recognized that the church alone could not do all that was necessary for the safety and uplifting of the people, so side by side they built the meetinghouse and schoolhouse. Thoughtful men are to-day pointing out that a great something is wanting, and that church and state together have not succeeded in doing all that was hoped or all that is necessary for the common safety and for the common good. The school starts the education in childhood; we have come to a point where in some way we must carry it on. The simplest figure can not be bounded by less than three lines; no more can the triangle of great educational work, now well begun, be complete without the church as a basis, the school as one side and the library as the other. (See *Lib. Notes*, 3: 339.)

With this motive fresh in our minds, shall we not agree that the library aims to do for the community by the aid of books and personal contact what the Sabbath supplies by a wider circle of influences, both taking the mass of people as they are and working to build them up in all that tends to noble life? If this be true, it is most natural and practical that they should use each other and work hand in hand toward the same end.

To put it more definitely, there is a large class of people who will not go to church and who will not read the Bible who could be reached by the means of grace afforded by a library. There is, especially in cities, a multitude of men without homes to whom Sunday is rather a day of temptation than of rest. As the Christian Union expresses it—

What can a Christian community do for this great class (on Sunday) better than to provide a kind of communistic substitute for home, in a room furnished with pictures and with books, warmed and lighted and made comfortable staying places?

The Rev. Plato Johnson, a pseudonymous writer in the New York Independent of February 23, 1882, gives us this idea in terse and expressive language:

Dere ain't no use in openin a libry fer de pore, wen noboddy can cum to it, an' shettin it tite, wen ebberrybody wants ter go in. Ef you opens dat libery on de Sunday and invites all de pore to cum in and git a book so interestin dat dey wunt want ter go out an git a drink, de fuss pussen dat will make a row 'bout it an say 'taint rite, will be de ole gen'leman hisself wot lives below.

Nor does this imply giving people culture in place of religion. Baptists are not open to the charge of preaching the religion of culture, but one of their ministers makes an earnest appeal for Sunday opening. He says:

Anything that helps the mind to better thoughts and keeps the eyes from vile and gross objects is not a hindrance but a help to the religious life, and will lead there if persisted in.

Besides those who need to be enticed to a library on Sunday, there are many intelligent workingmen, who have already begun the work of self-improvement, who find Sunday the only time for reading or study; do not deny them a Sunday afternoon in a quiet place relieved from the distractions of the home. Perhaps you have no right to deny them on their only day of leisure that which they are taxed for as a common good. True, a certain number can utilize their evenings for this purpose, but a hard day of manual labor more often leaves a man quite unfitted for mental effort. We hear a great deal now about seminary work; it is the latest phase of the library movement. When will you do such work for the unprivileged classes except on Sunday, and what could be a more hopeful way of reaching the masses, the vexed problem of the church of to-day? Speaking of a similar work in the museums, Heber Newton says:

How beautiful a ministry of brotherhood to be accepted, nay, even solicited, in the holy name of religion! Alas! that it is religion itself, the very religion of Jesus of Nazareth, which, with an earnestness worthy of a more intelligent discipleship, is barring this step forward in the intellectual progress of hosts of our fellow-citizens. (See his sermon, "Superstition of the Sabbath," Day Star, Feb. 4, 1886.)

In the light of what has been said, we may perhaps return to the three objections against Sunday opening.

We must admit the first; it does increase Sunday labor; though, as we shall show later, the increase is very small, probably less in proportion to the number served than is necessitated by church services. But our new view of the purpose of Sunday throws new light on this fact. The question to be asked is, Will the step proposed conduce to the real elevation of the community? Since, then, by the labor of a few the majority can be helped to the right and legitimate use of Sunday, the first objection falls to the ground.

The second argument, that it tends to secularize the Sabbath, is unanswerable. Such an objection is always unanswerable. Doubtless

the first man in New England who asserted that he had a moral, and ought to have a legal right to take a quiet walk in the fields of a Sunday afternoon had this same objection flung in his face. Unquestionably it does have that tendency, but what shall we do about it? We are not willing to go back to the Puritan Sabbath, we do not want the Parisian Sunday; for fear of the one, must we cling to such relics of the superstitions of the other as are left to us? Must we not rather judge each case on its merits, ask each new innovation if it can bring us enough good to balance the risk, ask if its spirit is that of the ideal Sabbath for man? Judged by that standard, Sunday opening has come to stay.

The third objection was that the workingman does not want Sunday opening. The *Nineteenth Century* for 1884 (15: 416-34) goes at length into this matter. It claims that the statistics referred to in Bishop Potter's article are of no value, since they were worked up by "The Lord's Day Rest Association," which put the question, "Do you approve the amendment for opposing the increase of Sunday labor?" thus placing a totally false issue before the workingmen; and against these is pitted another set of figures obtained by a vote taken previous to the other vote, in which there was a powerful majority in favor of Sunday opening. It is difficult for us to weigh the merits of these votes. Probably we would best disregard them both. We may notice, however, that those who voted against Sunday opening appear to have done so, not because it seemed undesirable in itself, but from fear that it might lead to enforced Sunday labor, a point which we have tried to answer above.

Should we wait the demand of the laboring man in providing means for his growth and uplifting? Surely it is more reasonable to expect that those who, through no merit of their own, have been endowed with richer gifts and opportunities, should make it their constant study and find it their highest joy to anticipate his aspirations.

Thus far we have been viewing this subject theoretically. From a more practical standpoint, what has been already done toward solving the problem?

The appended statistics are a part of those collected by the library school as the A. L. A. committee for the World's Columbian Exposition, 1893.

Though prepared with considerable care, great caution should be used in deducing conclusions. In spite of the proverbial veracity of figures, they do not always prove what they seem to do—e. g., N—— is put down as a library not open on Sunday. It is a well-known and well-managed library, and the inference is that its example counts against opening. But if we find later that it is a town made up almost entirely of beautiful homes, whose owners have libraries of their own, we put it down on a list of libraries not needing Sunday opening, and therefore not affecting the argument. In a few cases Sunday opening has been tried and failed, because introduced by outside pressure and

lacking the librarian's cooperation; sometimes a progressive minority have brought it about prematurely and very unwisely. A fair presentation of the exact status of Sunday opening in American libraries would involve a great outlay of time. The investigator should know each library, its work, and the spirit of its work, the town and the people who make up its constituency. Still, the figures and facts presented, though unsatisfactory, indicate the trend of opinion, and at least serve as a basis for further study.

For purposes of comparison the list has been divided into three classes:

(1) Free libraries, including those supported by the city, like the Boston public, and also those maintained by private philanthropy, of which the Astor and the Providence Public are examples. Libraries partly free and partly subscription have been counted free.

(2) Subscription libraries, both the mercantile and the athenæum types, and all variations of the two.

(3) College libraries.

Libraries reporting.	Number.	Not open.	Open.	Success-ful.	Unsuc-cessful.	Doubtful.	Tried and given up.
Free	121	68	53	.....	.....	.....	.....
Subscription	15	9	6	.....	.....	.....	.....
College	36	26	10	.....	.....	.....	.....
Total	172	103	69	55	1	6	11
Free and subscription	136	77	59	.....	.....	.....	.....

Hours range mostly from 2 to 6 or 9 p. m. Of the 69 reading rooms or libraries reported open, 12 have morning hours.

So many have failed to state extra expense that the average has not been taken. Reference to the statistics will show that, so far as given, the cost compared to running is surprisingly small.

The answers to the questions, Why is your library not open? What are your objections? are substantially three. Expense; no call for it; religious objections.

It is significant that of the 69 libraries open, 55 call it a success. Of these 15 are not content with a simple affirmative, but express the fact in such words as perfectly, decidedly, entirely.

As an indication of favorable sentiment, I cite a few sentences taken from printed reports and from private letters of librarians:

[W: F: Poole.]

I fully agree with the position you have taken in regard to Sunday opening. I have for twenty years been theoretically and practically in favor of Sunday opening.

[S: S. Green, L. J., 8: 85-86.]

It is my opinion that it does no harm, but, on the contrary, much good, to have the reading rooms open on Sunday. I am confident that the cause of good morals has been largely promoted by having them open on this day of the week.

[J. N. Larned, L. J., 12: 230: 13: 135.]

The results [of Sunday opening] have more than vindicated the wisdom of those who advocated this measure, and have removed, I think, whatever slight hesitations there may have been in conservative minds.

The opening of the reading room on Sunday has been continued through the year with increasing satisfactoriness. Generally speaking, the use of the rooms is only limited by the number of seats in them.

[E. M. Coe, N. Y. Free Circulating Library.]

The report of the Sunday work seems to answer every objection which can be made to Sunday opening.

[F. M. Crunden, St. Louis Public Library.]

The Sunday opening here is an unquestionable success.

[A. W. Whelpley, Cincinnati Public Library.]

The Sunday library is a blessing in this community. It will only require a look through the establishment on Sunday to convince even an extreme fanatic that the good work done here supplements well the good work done from the pulpit.

[Bridgeport Public Librarian, L. J., 10: 405.]

We consider the Sunday opening of the library as our most active missionary work.

[Mellen Chamberlain, librarian Boston Public Library.]

Sunday opening I regard as a success.

[Melvil Dewey, director N. Y. State Library.]

I began my study of this question with strong prejudice against it, but have been forced to believe in Sunday opening. In some cases it may not be wise, but nearly every experiment has proved a marked success, and its best friends are those who have tried it.

Not a few librarians, thoroughly convinced of the wisdom of Sunday opening, are held back from motives of expediency. Miss Hager, of Burlington, Vt., librarian of the Fletcher Free Library, told me at the last conference:

We need Sunday opening; it would give us a chance to reach a class that I want the library to get hold of, but it would not be safe to suggest it; the people who support the library would be shocked beyond measure at such a proposal. It would only cripple our present work to attempt such an extreme measure.

The case is further complicated by the question of cost. In the larger libraries this is of minor importance; but in little libraries, where every penny counts, and where it involves at least one extra assistant, the case is different. One thing is certain, if one librarian does all the work and devotes her entire energy to the library, it is quite out of the question to expect or even to allow her to do Sunday work. It has been suggested that voluntary assistance may solve this difficulty. It seems to me probable that in some towns a woman of culture and leisure might be found glad to take this up as missionary work, and surely no one need desire a more satisfactory outlet for humanitarian zeal, but it is doubtful if this method could be depended on as a practical way out of the difficulty.

These two obstacles, prejudice and lack of means, prevent Sunday opening in a large number of the smaller libraries, and it would no doubt be folly to attempt a forcing process. It must be brought about through gradual change of public sentiment, and may be hastened by anything that tends to broaden and liberalize that sentiment, and, when the time is ripe, by taking advantage of any propitious occasion for introducing it.

I conclude that public libraries, for use of books in the building, ought to be open on Sunday. I can see no reason for circulating books on that day. The objections urged against such opening are of little weight, compared with the urgent claims of the unprivileged classes for such a work as the highest conception of Sunday and the ideal library spirit call on us to do. It has been in successful operation for years in many prominent American and in several English libraries. Just the people needing to be reached by Sunday opening respond to the opportunity and prove the demand by a constant and growing use of such privileges. It is approved by most of our leading librarians, and always gets a good word from the *Library Journal*. The obstacles of prejudice and limited means in the smaller libraries may be overcome by time.

The conclusive word on this subject was, I think, said by Mr. Winsor at the L. A. U. K. in 1877 (see *L. j.* 2: 274; L. A. U. K. proceedings, 1877, p. 171):

I think the hours that a library is open must correspond to the hours in which any considerable number of people will come to it. All night, if they will come all night; in the evening certainly, and on Sundays by all means. We have fought and are fighting the "Sunday question" as to libraries in America. People who were once tortured with the idea now accept it. I appreciate the merits of conservatism; I do not believe in forcing, but I do believe in ripening. In any community the time for benefactions and philanthropy on Sunday will ripen in the end.

I hope to continue the study of this subject, and will gratefully welcome any bit of experience throwing new light on it, whether it confirms or contradicts present conclusions. Address M. S. Cutler, New York State Library, Albany, N. Y.

Statistics.

[* Libraries not reporting, 1889 statistics are given.]

Name of library.	Location.	If open—date?	Reading room open?	Reference depart- ment open?	Circulating depart- ment open?	Use.				Hours of Sunday opening.	Extra as- sistants employed?	Is it a dif- ferent class from daily patrons?	Extra ex- pense.	Do you consider it a success?	
						Reading room.	Reference department.	Sunday.	Daily.						Sunday.	Daily.
Free libraries.															
Akron public.	Akron, Ohio.		No.	No.	No.										
Apprentices *	New York City		No.	No.	No.										
Astor	do		No.	No.	No.										
Ayer public	Ayer, Mass.		No.	No.	No.										
Bancor public	Bancor, Me.		No.	No.	No.										
Batavia union school	Batavia, N. Y.	1881	Yes.	Yes.	No.							No.	No.	Small, for heat and lights.	Yes.
Berkshire Athenaeum	Pittsfield, Mass.		Yes.	Yes.	No.	L'rge		Large				No.	No.	Heat and lights.	Decidedly.
Beverly public	Beverly, Mass.		No.	No.	No.										
Birchard	Fremont, Ohio.		No.	No.	No.										
Boston public	Boston, Mass.	1872	Yes.	Yes.	Yes.										{ Unquali- fiedly. Yes.
Bridgeport public *	Bridgeport, Conn.	1890 ²	Yes.	Yes.	No.	202						Yes.	Yes.	\$5,000 a year.	
Bronson	Waterbury, Conn.	1882	No.	No.	No.							Two	Yes.	\$7 per week.	
Brookline public *	Brookline, Mass.		No.	No.	No.										
Brooklyn Y. M. C. A.	Brooklyn, N. Y.		Yes.	No.	No.							No.	No.	None	Decidedly.
Buffalo	Buffalo, N. Y.	1887	Yes.	Yes.	No.							Yes.	Yes.	Heating and \$3 for at- tendance.	
Cambridge public.	Cambridge, Mass.		No.	No.	No.	600	350	65	45			Two	Yes.	\$500 a year.	Yes.
Carnegie free.	Allegheny, Pa.	1890	Yes.	Yes.	No.										
Carnegie free.	Bradford, Pa.		No.	No.	No.	425		127				Four	Yes.	\$10 a week.	Yes.
Chicago public *	Chicago, Ill.	1874	Yes.	Yes.	No.							9 a. m. to 6 p. m.	Yes.	\$1,000 a year.	Perfect.
Cincinnati public *	Cincinnati, Ohio.		Yes.	Yes.	No.							8 a. m. to 9 p. m.	Yes.	\$8 a week.	Decided.
Cleveland free public	Cleveland, Ohio.	1882	Yes.	Yes.	No.							1 to 9 p. m.	Yes.		
Columbus public	Columbus, Ohio.		No.	No.	No.										
Dayton public	Dayton, Ohio.		No.	No.	No.										
Dedham public	Dedham, Mass.		No.	No.	No.										
Dedham public	Dedham, Mass.	1886	Yes.	Yes.	No.	71	176	32	50			2 to 9 p. m.	No.	None	Yes.
Denver mercantile	Denver, Colo.	1889	Yes.	Yes.	Yes.							9 a. m. to 9 p. m.	No.	None	Yes.
Denver public	do		Yes.	Yes.	Yes.										Yes.

* Reading room.

* Library.

Statistics—Continued.

[* Libraries not reporting, 1890 statistics are given.]

Name of library.	Location.	If open—date?	Reading room open?	Reference depart- ment open?	Circulating depart- ment open?	Use.				Hours of Sunday opening.	Extra as- sistants employed?	Is it a dif- ferent class from daily patrons?	Extra ex- pense.	Do you consider it a success?
						Reading room.		Reference department.						
						Sunday.	Daily.	Sunday.	Daily.					
Free libraries—Cont'd.														
Philadelphia Apprentices'.	Philadelphia, Pa.		No.	No.	No.									
Plainfield public.	Plainfield, N. J.		No.	No.	No.									
Plymouth public.	Plymouth, Mass.		No.	No.	No.									
Poughkeepsie city.	Poughkeepsie, N. Y.		No.	No.	No.									
Pratt Institute*.	Brooklyn, N. Y.		No.	No.	No.									
Providence public.	Providence, R. I.	1890	Yes.	Yes.	No.					2 to 9 p. m.	Yes.		Heating, lighting, also \$101.92 a year.	In every re- spect. Yes.
Reynolds	Rochester, N. Y.		No.	No.	No.									
Riverside public.	Riverside, Cal.		No.	No.	No.									
Rogers free.	Bristol, R. I.		No.	No.	No.									
Rutland free.	Rutland, Vt.	1891	Yes.	Yes.	No.	15		Slight.		2 to 5 p. m.	Yes.	No.	\$75 a year.	Hardly. Yes.
Sacramento free public.	Sacramento, Cal.	1879	Yes.	Yes.	Yes.			Same on Sundays.		11 hours.	No.	Yes.		Decidedly.
St. Johnsbury Athenaeum.	St. Johnsbury, Vt.		No.	No.	No.									
St. Louis public.	St. Louis, Mo.	1872	Yes.	Yes.	No.	274.9	515.7			2 to 9 p. m.	No.	Slightly higher grade. Yes.	Heating and lighting.	
St. Paul public.	St. Paul, Minn.	1892	Yes.	Yes.	No.	20	60			9 a. m. to 9 p. m.	Yes.		\$2 a Sunday. \$2.75 a Sun- day.	Yes. Reading room, yes; Reference room, no, doubtful. Yes.
Salom public.	Salom, Mass.	1889	Yes.	Yes.	No.	65	100	10	17	2 to 8 p. m.	Yes.			
San Diego free public.	San Diego, Cal.	1892	Yes.	Yes.	Yes.	30	65			1 to 5 p. m.	No.	Fewer a- dies. Yes.	None	Yes.
San Francisco free*.	San Francisco, Cal.		Yes.	Yes.	Yes.	55	188	109	170	1 to 5 p. m.	No.	Yes.	None	Yes.
Santa Barbara free public.	Santa Barbara, Cal.	1892	Yes.	Yes.	Yes.					2 to 5 p. m.	Sometimes	No.	None	Yes.
Scoville Institute.	Oak Park, Ill.		No.	No.	No.									
St. Louis City public.	St. Louis City, Iowa.	1893	Yes.	No.	No.	200	160			12 to 7 p. m.	No.			Yes.
Somerville public.	Somerville, Mass.		No.	No.	No.									
Southbridge public.	Southbridge, Mass.		No.	No.	No.									
Springfield City Library Association.	Springfield, Mass.	1890	Yes.	Yes.	No.	71	117			1 to 6 p. m.	No.	No.	Heat and lights and \$1.25.	Reading room, Yes. Reference depart- ment, No.

			Yes.	No.	140	140	9 a.m. to 9 p.m.	No.	Yes.	Small.	Most emphatically.
Stockton public.	Stockton, Cal.		Yes.	No.							
Taunton public.	Taunton, Mass.		No.	No.							Yes.
Terre Haute public.	Terre Haute, Ind.	1880	Yes.	No.			2 to 5 p.m.	No.	Yes.	None.	Yes.
Toledo public.	Toledo, Ohio.		Yes.	No.			2 to 6 p.m.	One.	Yes.	\$132 a year.	Yes.
Topeka public.	Topeka, Kans.	1891	Yes.	No.			2 to 6 p.m.	One.	No.	\$5 a month.	Yes.
Troy Young Men's Association.	Troy, N. Y.		No.	No.							
Tufts.	Weymouth, Mass.		No.	No.							
Union for Christian Work.	Brooklyn, N. Y.		No.	No.							
Wagner Free Institute of Science.	Philadelphia, Pa.		No.	No.							
Waltham public.	Waltham, Mass.	1892	Yes.	No.			1 to 6 p.m.	One.	Yes.	Assistant's salary.	Still an experiment.
Warren County.	Monmouth, Ill.		No.	No.							
Warwick free.	Warwick, Mass.		No.	No.							
Watertown free public.	Watertown, Mass.		No.	No.							
Windsor Library Association.	Windsor, Vt.		No.	No.							
Woburn public.	Woburn, Mass.		No.	No.							
Worcester free.	Worcester, Mass.		Yes.	No.			2 to 9 p.m.	Yes.	Yes.	\$350 a year.	Decidedly.
Subscription libraries.											
Beardsley.	West Windsor, Conn.	1807 ¹	No.	No.							
Boston Athenaeum.	Boston, Mass.	1889 ²	Yes.	No.		13	{ Reading room } 12 to 10; refresh- ment 12 to 6	Yes.	No.	\$40.	
Brooklyn.	Brooklyn, N. Y.	1875	Yes.	No.	70		2 to 6 p.m.	One.	No.	\$5 a month.	Moderate.
Eastampton public.	Eastampton, Mass.		No.	No.			2 to 9 p.m.	Two.	Better class	\$15 a month.	Decidedly.
Kansas City public.	Kansas City, Mo.	1884	Yes.	No.	100	75	8.30 a.m. to 9 p.m.	No.	No.		Yes.
Middlesex Mechanical Association.	Lowell, Mass.	1823	Yes.	No.							
New Britain Institute.	New Britain, Conn.		No.	No.							
New Haven Young Men's Institute.	New Haven, Conn.		No.	No.							
Philadelphia mercantile.	Philadelphia, Pa.	1871	Yes.	No.			9 a.m. to 10 p.m.	Regular assist- ants, with ex- tra pay.	No.	\$200...5.	Hardly.
Redwood.	Newport, R. I.		No.	No.							
St. Louis mercantile.	St. Louis, Mo.		No.	No.							
San Francisco Mechanics Institute.	San Francisco, Cal.	1883	Yes.	No.	60		12.30 to 4.30 p.m.	One.		\$10 a month.	Yes.
Seymour.	Auburn, N. Y.		No.	No.							
Skaneateles Library Association.	Skaneateles, N. Y.		No.	No.							
Union (W. C. T. U.).	Trenton, N. J.		No.	No.							

* Reference.

* Reading.

Name of library.

Location.

College libraries.

Amherst College	Amherst, Mass ..
Andover Theological Seminary.	Andover, Mass ..
Bowdoin College.....	Brunswick, Me ..
Brown University.....	Providence, R. I ..
Bryn Mawr College.....	Bryn Mawr, Pa..
Buchtel College.....	Akron, Ohio
California University.....	Berkeley, Cal
Carleton College.....	Northfield, Minn.....
Chicago University.....	Chicago, Ill
Colby University.....	Waterville, Me.....
Columbia College.....	New York City.....
Cornell University.....	Ithaca, N. Y
Dartmouth College.....	Hanover, N. H
Drew Theological Seminary	Madison, N. J
Drexel Institute.....	Philadelphia, Pa
Hamilton College.....	Clinton, N. Y
Hartford Theological Seminary.	Hartford, Conn
Harvard College.....	Cambridge, Mass....
Indiana University.....	Bloomington, Ind ...
Iowa State University.....	Iowa City, Iowa.....
Lawrence University.....	Appleton, Wis
Maine State College.....	Orono, Me.....
Massachusetts Institute of Technology.	Boston, Mass
Miami University	Oxford, Ohio ..
Michigan University.....	Ann Arbor, Mich..
Nebraska University.....	Lincoln, Nebr.....

Olivet College	Olivet, Mich
Princeton College.....	Princeton, N. J
Rochester University.....	Rochester, N. Y
Swarthmore College.....	Swarthmore, Pa.....
Teachers' College.....	New York City.....
Tufts College.....	College Hill, Mass ..
Union College	Schenectady, N. Y ..
Vassar College....	Poughkeepsie, N. Y ..
Vermont University.....	Burlington, Vt.....
Virginia University	Charlottesville, Va..

Name of library.

Free libraries.

Akron public.....
Apprentices' * ..
Astor.....
Ayer public.....
Bangor public.....
Batavia union school.....
Berkshire Athenæum.....
Beverly public.....
Birchard.....
Boston public.....
Bridgeport public * ..
Bronson.....
Brookline public * ..
Brooklyn Y. M. C. A. ..
Buffalo.....
Cambridge public.....
Carnegie free.....
Carnegie free.....
Chicago public *.....
Cincinnati public *.....
Cleveland free public.....
Columbus public.....
Dayton public ..
Dedham public ..

Denver mercantile.....
Denver public.....
Detroit public.....
Dover public.....
Duluth public.....
Elyria.....
Enoch Pratt free.....
Fitchburg public.....
Fitz public.....
Fletcher free.....
Franklin Institute.....
Gloversville free.....
Grand Rapids public school.....
Grosvenor.....
Hackley.....
Harris Institute.....
Hartford Library Association.....
Haverhill public.....

Howard memorial ..
Indianapolis public.....
Ipswich public.....
Jackson free public.....

Kalamazoo public.....

La Crosse public.....
Lafayette public.....
Lancaster town.....
Lawrence public.....
Lawson McGhee.....
Leicester public.....
Los Angeles public.....
Lowell city.....
Lynn free public.....
Manchester city.....

* Libraries not reporting, 1889 statistics are given.]

[illegible][illegible]

Statistics—Continued.

[*Libraries not reporting, 1890 statistics are given.]

Name of library.	Location.	Ever considered?	Why is it not open? Objections.	State of sentiment.	Have you tried it and given it up?	Reasons.	Remarks.
Free libraries—Con'd.							
Medford public.....	Medford, Mass.....	Yes.	Call not sufficient to warrant expense.	.....	No.	.....	.....
Milwaukee public.....	Milwaukee, Wis.....	.....	.....	.....	.....	.....	.....
Minneapolis public.....	Minneapolis, Minn.....	.....	.....	.....	.....	.....	.....
New Bedford free*.....	New Bedford, Mass.....	Yes.	No demand.	.....	.....	.....	.....
New Brunswick free public.....	New Brunswick, N. J.....	Yes.	Majority of trustees object.	Conservative.....	.....	.....	Reading room used more, and reference department less than on week days.
New Haven free public.....	New Haven, Conn.....	No.	Conservative city.	Decidedly opposed.	No.	.....	27 churches and Y. M. C. A. meet Sunday once.
New London public.....	New London, Conn.....	.....	.....	.....	.....	.....	Open Sundays from October to May.
New York free circulating.....	New York City.....	.....	.....	Favorable.....	.....	.....	.....
New York Y. M. C. A.....	do.....	No.	.....	.....	.....	.....	.....
New York Y. W. C. A.....	do.....	.....	.....	.....	.....	.....	.....
Newark free public.....	Newark, N. J.....	.....	.....	.....	.....	.....	.....
Newberry*.....	Chicago, Ill.....	.....	.....	.....	.....	.....	.....
Newburg free.....	Newburg, N. Y.....	Yes.	Same objections as to any violation of the fourth commandment.	Opposed.....	No.	.....	.....
Newburyport public.....	Newburyport, Mass.....	No.	.....	.....	.....	.....	Sunday opening forbidden by proviso in deed of gift from subscribers to the city.
Newton free.....	Newton, Mass.....	No.	.....	No general demand.	No.	.....	.....
Norman Williams public.....	Woodstock, Vt.....	Yes.	Not necessary.	Probably opposed.	.....	.....	Question has been favorably considered.
North Adams public.....	North Adams, Mass.....	Yes.	.....	.....	.....	.....	Does not reach those who have not time to come week days.
Northampton public.....	Northampton, Mass.....	.....	.....	.....	.....	.....	.....
Omaha public.....	Omaha, Nebr.....	.....	.....	Opposed.....	.....	.....	Librarian favors it.
Osterhout*.....	Wilkesbarre, Pa.....	.....	.....	.....	.....	.....	Will be discussed fully when extension is completed.
Otis.....	Norwich, Conn.....	.....	Subject not discussed.	.....	.....	.....	Books of special interest placed on tables for Sunday use.
Pawtucket free public.....	Pawtucket, R. I.....	.....	.....	.....	.....	.....	.....

	Yes	Not called for	Chiefly opposed.	No.	Not a library for mere readers.
Peabody Institute.	Yes			No.	Will probably be open sometime. Librarian approves.
Peck.	Yes			No.	
Peoria public.	Yes			No.	
Philadelphia Apprentices'.	Yes			No.	
Plainfield public.	No.			No.	
Plymouth public.	Yes			No.	
Poughkeepsie city.	Yes			No.	
Pratt Institute.	Yes	None, if extra service.	Opposed.	Yes.	Patronage not sufficient.
Providence public.	Yes	Providence, R. I.	Favorable		Large use of technical and art publications.
Reynolds.	Yes	Rochester, N. Y.			Will open Sundays in course of time.
Riverside public.	Yes	Riverside, Cal.	Opposed		Trustees must be members of one of four denominations, Baptist, Congregationalist, Episcopal, Methodist.
Rogers free.	No.	Bristol, R. I.			Do not succeed in attracting the class who can not use the library week days.
Rutland free.		Rutland, Vt.	Apathetic		Sunday patrons are mostly working-men.
Sacramento free public.		Sacramento, Cal.			Formerly open all day, but not used much in morning.
St. Johnsbury Athenaeum.	No.	St. Johnsbury, Vt.			Larger number of people employed during week come to library on Sunday.
St. Louis public.		St. Louis, Mo.			Larger proportion of workmen and clerks.
St. Paul public.		St. Paul, Minn.			Use of circulating department: Sunday, 50, daily, 240.
Salem public.		Salem, Mass.			
San Diego free public.		San Diego, Cal.	Unfavorable comment rare.		
San Francisco free.		San Francisco, Cal.			
Santa Barbara free public.		Santa Barbara, Cal.			
Seville Institute.		Oak Park, Ill.	No call. Probably against.		
Sioux City public.	Yes	Sioux City, Iowa.			
Somerville public.	Yes	Somerville, Mass.			
Southbridge public.	Yes	Southbridge, Mass.			
Springfield City Library Association.		Springfield, Mass.			
Stockton public.		Stockton, Cal.			
Taunton public.	Yes.	Taunton, Mass.	Rather against.		
Terre Haute public.		Terre Haute, Ind.			
Toledo public.		Toledo, Ohio.			
Topeka public.	Yes.	Topeka, Kans.	Mixed.	No.	
Troy Young Men's Association.	Yes.	Troy, N. Y.	No demand. Too expensive.		Sunday readers almost exclusively of the working class.
Tufts.	No.	Weymouth, Mass.	No call.		
Union for Christian Work.	Yes.	Brooklyn, N. Y.	Too expensive.		

NEW YORK UNIVERSITY

[*Libraries not reporting 1889 statistics are given.]

Name of library.	Location.	Ever considered question?	Why is it not open? Objections.	State of sentiment.	Have you tried it and given it up?	Reasons.	Remarks.
Free Libraries—Contd.							
Wagner Free Institute for Science.	Philadelphia, Pa.	Yes.	Extra expense only.	Principally against.			
Walsham public.	Walsham, Mass.	Yes.	Opposition of patrons and supporters.	Against.			
Warren County.	Monmouth, Ill.						
Warwick free.	Warwick, Mass.	No.	Small town, does not need it.	Probably against.			
Watertown free public.	Watertown, Mass.	Yes.	Religious scruples.	Evangelical distrust. Liberal indifference.			Wish to encourage reading at home Sundays. In a small town Sunday opening does more harm than good. Librarian much in favor. Would give his services a year to try it.
Windsor Library Association.	Windsor, Vt.	No.	No call for it.	Indifferent.	Yes.	Lack of public interest.	Board urged its use, but few people came.
Woburn public.	Woburn, Mass.	Yes.	Want of public interest.				
Worcester free.	Worcester, Mass.						
Subscription Libraries.							
Beardsley.	West Vinsted, Conn.	No.	Income not sufficient.	Subject not agitated.	No.		
Boston Athenaeum.	Boston, Mass.						
Brooklyn.	Brooklyn, N. Y.			Favorable.			
Easthampton public.	Easthampton, Mass.						
Kansas City public.	Kansas City, Mo.						
Middlesex Mechanical Association.	Lowell, Mass.						
New Britain Institute.	New Britain, Conn.	Yes.	Proper time not arrived.		No.		
New Haven Young Men's Institute.	New Haven, Conn.	Yes.	Religious and financial.	Orthodox, very.	No.		
Philadelphia mercantile.	Philadelphia, Pa.						
Redwood.	Newport, R. I.	Yes.	Cost of extra service.		No.		Purpose sought was not gained.

St. Louis mercantile.....	St. Louis, Mo.....	Yes.	Expense of heating entire building.	Members indifferent.	Yes.	Small attendance.	Building too far from residence district for Sunday attendance.
San Francisco Mechanics' Institute.	San Francisco, Cal.....	Yes.					
Seymour.....	Auburn, N. Y.....	Yes.		Against.....			
Skaneateles Library Association.	Skaneateles, N. Y.....	Yes.	Majority of members do not approve.	Against.....			Sunday afternoon meeting of more importance.
Union (W. C. T. U.).....	Trenton, N. J.....						
College libraries.							
Amherst College.....	Amherst, Mass.....	Yes.		Favorable.....			Have not quite got to it. No definite objections.
Andover Theological Seminary.	Andover, Mass.....	No.	Not needed.....		No.		
Bowdoin College.....	Brunswick, Me.....	Yes.		Against.....			Tendency to introduce the European Sabbath is working ill.
Brown University.....	Providence, R. I.....	Yes.	Secularization of the day.....				
Bryn Mawr College.....	Bryn Mawr, Pa.....						
Bucfel College.....	Akron, Ohio.....						
California University.....	Berkeley, Cal.....						
Carleton College.....	Northfield, Minn.....						
Chicago University.....	Chicago, Ill.....	Yes.	No call for it.....	Against.....	No.		Disposed to open if there is a call for it.
Colby University.....	Waterville, Me.....						
Columbia College.....	New York City.....						
Cornell University.....	Ithaca, N. Y.....	No.					
Dartmouth College.....	Hanover, N. H.....	Yes.	Conservation of constituency.....	Divided.....	No.		
Drew Theological Seminary.....	Madison, N. J.....	Yes.	Not enough students present.		No.		
Drexel Institute.....	Philadelphia, Pa.....	No.	No objections.....	No.	No.		Reading room under Y. M. C. A. is open.
Hamilton College.....	Clinton, N. Y.....	No.					
Hartford Theological Seminary.	Hartford, Conn.....	Yes.					
Harvard College.....	Bloombridge, Mass.....						
Indiana University.....	Columbing, Ind.....	No.	All labor suspended on Sunday.	Against.....	No.		Favor Sunday opening of reference and reading room.
Iowa State University.....	Iowa City, Iowa.....	No.	No occasion.....	None expressed.....	No.		Religious institution; see no reason for opening on the Lord's day.
Lawrence University.....	Appleton, Wis.....						
Maine State College.....	Orono, Me.....	Yes.	Partly expense. Enough work during week.				
Massachusetts Institute of Technology.	Boston, Mass.....						
Miami University.....	Oxford, Ohio.....	No.	No demand; expense.....				
Michigan University.....	Ann Arbor, Mich.....	Yes.	Not enough money or help.....		No.		
Nebraska University.....	Lincoln, Neb.....	No.	No call for it.....				
Olivet College.....	Olivet, Mich.....	Yes.	No need.....	Quiescent.....			
Princeton College.....	Princeton, N. J.....	Yes.					
Rochester University.....	Rochester, N. Y.....	No.	No occasion.....	No demand.....	No.		Reasons which apply to public libraries not applicable.
Swarthmore College.....	Swarthmore, Pa.....	Yes.			Yes.	Not needed.....	

Statistics—Continued.

[* Libraries not reporting, 1899 statistics are given.]

Name of library.	Location.	Ever considered?	Why is it not open? Objections.	State of sentiment.	Have you tried it and given it up?	Reasons.	Remarks.
College Libraries— Continued.							
Teachers' College.....	New York City.....	No..	.....	Never discussed..	No..	.....
Tufts College.....	College Hill, Mass..	No..	.....	Opposed.....	No..	.....
Union College.....	Schenectady, N. Y..	No..	Opposed by faculty.....	.....	No..	.....
Vassar College.....	Poughkeepsie, N. Y..	No..	.....	.....	No..	.....
Vermont University.....	Burlington, Vt.....	No..	Librarian has no assistant; no demand.	Against.....	No..	.....
Virginia University.....	Charlottesville, Va..	No..	.....	.....	No..	.....

EXECUTIVE DEPARTMENT.

GENERAL SUPERVISION, INCLUDING BUILDING, FINANCES, ETC.

By F. M. CRUNDEN, St. Louis Public Library.

After providing for a treatise, "*De omnibus rebus*," President Dewey has asked me to write a supplement, "*De quibusdam aliis*." After distributing the various departments of library management for special treatment, he has assigned to me the "Executive department," which necessarily touches on all the special assignments, for there is no question in which the executive head of a library is not interested, none on which he ought not to have an influential, if not, indeed, a deciding, voice. The subheading "General supervision, including buildings, finances, etc.," does little or nothing to restrict or define, but rather confirms the interpretation I am compelled to give to my assignment.

I begin with this preface in order to forestall possible criticism for trenching on the territory of other contributors. I shall try to deal with the special topics assigned to others in a tangential manner, avoiding the details that come within the scope of their papers. But it is manifestly impossible to treat of the executive department as an abstraction. It must be dealt with concretely, with application to and exemplification from the various departments of library administration.

Again, writers are instructed to "aim not so much to contribute new material as to present a judicial digest of previous articles, papers, discussions, and specially of experience." Now, in the 17 volumes of the Library Journal, the United States Report on Libraries, Library Chronicle, Library Notes, and other repositories of bibliothecal information there is more to be found on any one of its particular applications than on the general subject assigned to me; and on broad principles there is a fairly unanimous agreement among well-informed librarians. It is when we come to particulars that differences arise. Therefore I can not well follow the instruction to divide this paper into two parts—the first stating what is generally accepted, the second the points that are still under discussion. I shall endeavor to cull from the literature of library economy the utterances of other librarians regarding the powers, duties, and responsibilities of the executive, and to illustrate and enforce these from my own experience, calling attention as I go along to questions still under debate and presenting my own views separately from the digest of other opinions.

The whole subject may be summed up in Mr. Perkins's receipt for¹ making town libraries successful:

Businesslike management is the whole story.

A public library for public use should be managed not only as a literary institution, but also as a business concern. The business department of educational and literary institutions is too often overlooked or undervalued. Yet it is vain to expect

¹F. B. Perkins: "How to make town libraries successful." (U. S. Rept. on Public Libraries, p. 419).

the solid and permanent success of such institutions without good business management. Perhaps this truth may not be so fully recognized in the case of libraries as in that of other institutions for mental improvement; but those who are familiar with the inside history of great charities and missionary and educational enterprises—Bible and tract societies, for instance—know very well that neither faith nor works (in the religious sense of the words) would keep them going very long without accurate bookkeeping, regular hours, and efficient business supervision.

The success of any industrial enterprise depends on its executive head. A business man who doesn't know an acid from an alkali or a can from a cogwheel will run a factory successfully, while a mechanic, who can construct and control the machinery, or who invented the details of the manufacturing processes, will soon become bankrupt. Of this the times give frequent proof.

What, then, is "businesslike management?" It is that conduct of affairs that most thoroughly accomplishes the purpose of those engaged in business, viz, the making of money. This final object is achieved through the intermediate aim of pleasing and serving the public, which is the final purpose of a library. How does the business man proceed? He first considers the wants of the community in which he intends to establish his business; he would not start the same kind of factory or store in Leadville or Deadwood as in New York City.

He then selects a location. This must be adapted to the kind of business. If it is to depend for success on the general public (and such must be taken for my analogy), the store must be central and easy of access; and, of course, it will be handsomely fitted and supplied with the best fixtures for the display of goods and the latest appliances to facilitate work and render prompt service to patrons.

He stocks his store with goods that people want, not those he thinks they ought to want; but having once established himself, it will be his pleasure, and he can make it his profit, to elevate the tastes of his customers and create a demand for higher grades of goods. It seems unnecessary to add that he will buy his goods in the cheapest market, always, however, giving preference to local dealers on even terms. This not so much on sentimental grounds as for valid business reasons.

He must, of course, hire clerks and salesmen, increasing the number as his business enlarges. At first he will necessarily attend to every detail, and may have to do much routine work himself. He will, however, do as little bookkeeping and office work as possible, and seek to know and be known by his customers. While they are few he may know and, at times, serve them all, making each feel that his wishes are a special concern, and that anything wanted will be obtained if not in stock. This will make the store very popular, and it will soon be so thronged with customers that the head of the house can do no more than see that they are waited on by polite and efficient clerks. He will find more and more of his time occupied with the larger affairs of the growing business, and he will be compelled to leave more and more of the details to his assistants. By this time he will have trained someone

who can act as his lieutenant to the satisfaction of the public and his other employees, but he will never be so occupied in devising schemes for the expansion of the business that he will not be entirely approachable to customers and ready to assist all who wish to consult him as an expert, even though it may be regarding a trivial matter which a junior clerk is quite competent to attend to. He will organize his force, giving to competent persons the supervision of departments, and himself supervising all. He will learn sooner or later that cheap labor is not profitable, and will pay adequate salaries to trained and trustworthy employees. It goes without saying that he will not hire incompetent people to oblige a friend or to help his political party.

He will see that transactions in every department are accurately recorded and posted up to date, so that a statement can be had at any time on short notice. He will adopt the plan of keeping accounts that is at once, in his opinion, the simplest and surest, and that will give the greatest amount of information regarding goods and customers. He will, of course, have methods for ascertaining the wants of his customers, and will place before them and the public the latest articles in his line; and, as I have said before, he will endeavor to create a demand for the higher grades of goods.

To complete the comparison, we must suppose that the business is to be established by a board of directors representing a large number of stockholders. We must further suppose that the directors are all so absorbed in their private affairs that they can give very little time to the business of the corporation. What would they do? They would first secure the services of an expert who was also a good executive and business manager; and this manager, being intrusted with full power, would proceed as I have indicated. It is unnecessary to carry the analogy further; and it could hardly be made exact on all points because of the different end in view.

What then is the purpose of a public library? "To serve the public,"¹ i. e., to supply it with wholesome and instructive literature; or, as our motto puts it, "The best reading for the largest number at the least cost." What are the means necessary to secure this desired end?

First and foremost is the appointment of a good librarian, who should be chosen for executive rather than scholarly qualities.² This is essential to obtaining the other elements of success, which are—

1. A convenient location, accessible from all parts of the city. The

¹See address of President S: S. Green, San Fran. Conf., Lib. J., 16: c. 1.

²The ideal executive head of a large public library should have the qualifications of both librarian and superintendent. (S: S. Green's paper on "Trustees and Librarians," at Fabyan House Conference, L. J., 15: c. 24.)

The same energy, industry, and tact, to say nothing of experience, which insure success in other vocations are quite as requisite in a librarian as book knowledge. A mere bookworm in charge of a public library is an incubus and a nuisance. (W: F: Poole, "Organization and Arrangement of Public Libraries." U. S. Spec. Repts. on Public Libraries, p. 476.)

general opinion is that it should not be on a thoroughfare; but this would hardly apply to libraries in the top stories of tall buildings. For a city of any size, branches or delivery stations are essential. Which should be chosen depends on circumstances. (See G. W. Cole's article on "Branches and deliveries," p. 709.)

2. The building should be fireproof, commodious, and so arranged as to offer the greatest accommodations to the public at the least cost for administration.

3. The rooms should be kept clean and orderly, so as to be inviting to ladies and young girls, and to the most fastidious.

4. Such an air of courtesy and cordiality should pervade the place, accompanied by so little formality, that the most diffident laboring man will feel that he is welcome and that the resources of the library are at his command.

5. The revenues of the institution should be so managed as to go as far as possible.

(a) Books, periodicals, binding, furniture, and supplies of every kind should be bought on the most favorable terms. (Here the executive in a large library may easily save or waste a sum equal to his salary.)

(b) The staff should be so organized as to give the greatest service at the least outlay.

(c) There should be an accurate but simple system of accounts with proper checks on receipts and expenditures.

6. Books should be selected judiciously, with reference to the clientele and aims of the library; readers should be encouraged to make known their wants, and these should be promptly supplied. It is generally agreed that in a public library purchases should include the literature of entertainment as well as information. This is still to some degree a mooted question.¹ It will, I think, be generally conceded that a public library should supply the best new books in all lines.

7. What seems the best system of classification and shelf arrangement in view of the peculiar conditions of the library should be adopted; and catalogs, card and printed, class lists, reference lists, and other aids and guides should be supplied according to the library's means. The particular scope and purpose of the library and its financial limitations being determined by the directors, the decision of all these details should rest largely with the executive.

8. A charging system² should be chosen that is best adapted to the conditions. In a library of large circulation the system chosen should be that which combines highest speed with greatest accuracy while giving the most important statistics.

(a) A minute when a crowd is waiting is more to be considered than five minutes at another time; therefore, choose a plan that involves

¹ For full discussion see Miss Coe's article.
See Miss Plummer's article.

the shortest entries while the borrower is waiting, though these may afterwards have to be supplemented by additional records.

(b) Don't let your choice be influenced by the fact that a system furnishes statistics which you don't want. Ordinarily one doesn't care to pay extra for a watch that strikes the quarter hours. Next to accuracy and speed, the chief desideratum is a minimum of requirements from the borrower. There should be as little formality as is consistent with the greatest good of the greatest number. This should be the test and touchstone on all questions.

9. The greatest freedom of access to shelves consistent with good order and safety to books. All will agree to this, though there may be wide difference in the interpretation of the qualifying phrase. The trend of opinion is undoubtedly in the direction of greater freedom even at risk of some loss and confusion.

10. Every facility of obtaining information and every inducement to study.

11. Close connection should be formed with schools, public and private, and with study clubs and classes; and the library should, when practicable, take the initiative in establishing university extension courses and promoting other agencies for encouraging intellectual activity.

12. Finally, and to sum up, every effort should be made to keep the institution before the public, to enlist all elements in its support, to induce all classes to use it. Its facilities for furnishing information should be so abundant that the student will come from far to seek its aid; its rooms should be so attractive and its supply of books so ample that the rich can not do better than use it; and its cordial welcome and freedom from oppressive forms should be such as to dispel the poor man's doubt, distrust, and mingled pride and diffidence, and make him feel that the library is his and his children's and their heirs' forever.

To what degree these requirements are fulfilled must depend chiefly on the executive head of the institution. President Melvil Dewey (*Library Notes*, vol. 1. p. 45), after enumerating the various factors of successful administration, says:

But the great element of success is the earnest moving spirit which supplies to the institution its life. This should be the librarian, though often the person who bears that name is little more than a clerk, and the real librarian is an active trustee or committee. Such librarian will shape the other factors very largely.

There is, in short, as I stated in the beginning, nothing so small or so trivial as not to require attention from the executive; and there is nothing in the highest concerns of the institution, its finances, and its general policy beyond his proper consideration and influence. It generally devolves on the executive to be the motive power as well as the guiding hand, the engine as well as the pilot. Certainly all will agree that a good executive will accomplish more with a poor building in a bad location and other drawbacks than an inefficient executive with all conditions in his favor.

I quote this significant sentence from the last report of the trustees of the Los Angeles Public Library: "The management of the library, which has been intrusted entirely to the librarian, has given great satisfaction to the board and, we believe, also to the public."

The foregoing views as to the importance of the executive embody a general consensus of opinion on the subject. The powers and duties of the librarian as executive being correlated with those of trustees, to particularize further would encroach on the territory of another contributor. I give a summary of the replies of 37 librarians to the questions: "Do the board and its committees always consult you before deciding on (a) questions of general policy; (b) methods of administration?" Twenty-two reply "yes" to both questions; of the remainder the great majority answer "usually" or "nearly always" to both questions; while a few say "no" or "generally" to the first and "yes" to the second.

The general tenor of the remarks on the questions is indicated by the following quotations:

Can not imagine any sane board doing otherwise.

Librarian should be given greatest possible latitude as to conduct of library in all its affairs.

In my opinion no administration can be a success unless the librarian or chief officer is consulted in all matters pertaining to the management.

Such an understanding would seem to be indispensable to a satisfactory administration of the library.

I should be sorry to be the executive officer of any board which did not have confidence enough in me to ascertain my opinion before taking action. In a majority of cases the initiative is naturally taken by the librarian.

Of the requirements of a successful administration above enumerated, a number are the special subjects of chapters in this manual; and some others call for no elaboration or argument.

Buildings.—From views heretofore expressed and generally concurred in, I cull these bits of advice to communities contemplating a public library building:

Appoint your librarian before you do anything about a building, and having obtained a competent officer leave the planning and furnishing of the library largely to him.

Don't be in a hurry to build. As a rule it is better to start in temporary quarters and let your building fund accumulate, while directors and librarian gain experience, and the needs of the library become more definite. It will also give the people the benefit of the library sooner.

When you do build make a liberal allowance for growth.

There should be provided in libraries that do not allow free access to shelves a space near the issue counter where new books or collections of best books may be displayed and freely handled by visitors, a sort of "browsing corner." In planning a library a cheerful spot should be set aside as a lunch room, with arrangements for boiling water.

The supervision of the building, of course, devolves on the librarian as executive. He may properly depute this to an assistant; and in a large library there should be an intelligent and responsible head janitor to obviate the necessity of anything more than the most general oversight. The head of the library should, however, test all supervision.

Finances.—In this department there is, and may well be, a wide divergence in the organization of libraries. In a great majority the librarian is not burdened with financial responsibilities. Out of 37 prominent libraries, 27 report that the finances and financial records are in charge of some one who is not an employee of the library. In 3 the books are kept by the librarian, in 6 by an assistant. This kind of bookkeeping is not profitable employment for a librarian. As a rule, he is a poor business man who has time to keep his own books. In 12 libraries the librarian acts as cashier, in 24 he does not. Fourteen libraries have definite appropriations, ranging from \$20 to \$500, to a contingent fund; 14 use desk receipts as a contingent fund; 9 have no contingent fund. In 6 there is a limit to bills payable from the contingent fund; in 24 it is left to the librarian's discretion; 7 do not pay any bills.

A librarian should have a contingent fund. It seems to make little difference, however, whether the fund consists of the petty cash receipts or a special appropriation. I should favor the latter, and whether there is a limit for bills payable from this fund or not, the librarian should, as a majority report they do, use it sparingly and strictly for the purpose indicated by its name. Receipts or expenditures from this fund should, of course, be examined by the auditing committee.

The finance department might well be made the subject of a separate paper. It is impracticable here to go into details, and it seems unnecessary to dwell on the necessity of regular monthly audits and the indorsement of vouchers by the proper officers. In the St. Louis Public Library each voucher bears three signatures, that of the chairman of the committee authorizing the expenditure, the chairman of the finance committee, and the librarian's certification to the correctness of the bill. Each check is signed by president, treasurer, and librarian. Similar rules are, I believe, observed in most libraries. In the great majority there seems to be a reasonable check against dishonesty on the part of the librarian, though several librarians confess that too much confidence is placed in their probity. The ultimate safeguard is the librarian's honesty; but for the protection of both trustees and librarian I venture to offer these suggestions:

1. The librarian who has financial responsibility should be under bond. The best bond is that of a trust company, and the library should pay for it.

2. The chief opportunity for dishonesty is in the duplication of book bills. This can be prevented, or, at least, made more difficult, by placing the accession number opposite each entry in the invoice. Whether

the additional safeguard thus secured is worth the cost in time is for each board to determine.

3. The time of the librarian is saved for more valuable work and an additional check is secured by having everything relating to the accounts, including the making out of vouchers, done by assistants, the work being, of course, supervised by the librarian.

Fines.¹—This subject is well summed up by Mr. Utley as follows:

The main thing is to see that fines are impartially collected and faithfully reported. To this end the matter is, so far as practicable, placed in the hands of one assistant. No system can be devised which will not, in the last analysis, depend on the honesty of the individual charged with its enforcement. At least, any system of perfect check is too cumbersome and costs more than it is worth.

As Mr. Brett puts it, "the thing essential to the collection of fines without friction is absolute fairness."

My early experience gives strong confirmation of this. By observing the rule of impartiality (at the same time giving attention to the correctness of returns) the receipts in the St. Louis Public Library were doubled in a short time, while the friction was reduced to about one-twentieth part. We now take in \$1,000 a year with much less dissatisfaction than was formerly manifested over the collection of \$300.

The librarian should never cease striving to impress members with a sense of the impartiality of his administration in every respect; and he should never rest till he feels that every cent collected is honestly reported.

While looking after the revenues and the financial records, if they are intrusted to him, the librarian should keep a sharp eye on expenditures and on waste. His judgment and business ability and watchfulness may easily save his salary. In the largest libraries the difference between good and bad organization of the staff will amount to thousands of dollars; and with the meager funds that most libraries have, it is necessary for the librarian to see that every dollar is expended to the greatest advantage. He must first consider the direction in which money can be spent with greatest benefit to the institution, and then expend it in accordance with business methods. It depends on his tact and judgment whether the library obtains articles above or below market rates. It is notorious that public institutions pay higher prices for goods than private buyers. Whenever possible, competitive bids should be secured from reputable houses; and more than ordinary care should be taken to see that contracts are fulfilled and no overcharge made. It is commonly assumed that bills to a public institution will not be as sharply scanned as they would be by a business house. When objecting to an overcharge I have had the question put bluntly: "What difference does it make to you?" It is quite feasible for the librarian to utilize his acquaintance and influence among the best class of busi-

¹ On collection and accounting for fines, see symposium in *Library Journal*, 16: 103-105, 137-173.

ness houses to obtain special discounts for the library. Here he will find the aid of his trustees extremely valuable; and both trustees and librarian should avail themselves of expert advice, which can easily be obtained. They will find everyone ready to give counsel and assistance to an institution which, more than any other, serves the whole public.

Selecting and buying books.—In most libraries the selection of books is left practically to the librarian,¹ and constitutes a very important duty. While it is primarily a literary function, it has a direct bearing on the management of the finances, for a dollar spent for one book is unavailable for another that may be more useful; and of two books equally desirable one may be bought for half the cost of the other.

The following quotations represent the consensus of opinion among librarians as to where the power and responsibility of securing books should be lodged. In his inaugural address as president of the L. A. U. K., before referred to, Mr. J. Winter Jones says:

The safest, and therefore the best, course is to be very careful in the choice of a librarian, and then leave the selection of books to him, subject, of course, to the control of the committee of management wherever the exercise of that control may be deemed advisable.

In an article on "Selection and selectors of books" (*L. j.* 2: 152), James M. Anderson, assistant librarian, University of St. Andrews, sums up with these two conclusions:

1. That books should be selected with strict reference to the province and needs of the library and to the character of its readers, and—
2. That books should be selected by the librarian, or by a standing committee in conjunction with the librarian.

His reasons for the second statement are that only the librarian can know the present contents of the library and the demands on it, and that committees change from year to year and the library would not grow symmetrically if the selection of books were left to them.

In amplification of number 1—it is better to have 10 copies of a book that is in demand than 1 copy of that and 9 other books that no one wants. Duplicate the best books liberally. "Better 10 copies of Tennyson than 1 of Tennyson and 1 each of nine rhymesters."

The fundamental rule never to be lost sight of is, find out what books your patrons want and buy these first.

In determining what books should be added to special departments valuable aid may be obtained from experts.

Whether a library's book fund is large or small, it is important that it be judiciously expended. Knowledge and watchfulness will make \$4,000 go as far as \$5,000 in less skillful hands. For fuller treatment of the subject by experts, I refer again to Dr. Poole's article in the United States Report, and to Mr. C. A. Nelson's "Selection and purchase of books" (*L. j.* 12: 155), also to the symposium on the selecting

¹ So reported by 29 librarians out of 37.

and buying books (*L. j.* 14: 336, 372). From these sources, chiefly from the first two, is condensed the following summary of directions, representing a general, though not unanimous, consensus of opinion:

1. Buy both books and periodicals from a local dealer unless there is a decided difference in prices.

2. Don't be tempted by a larger discount to give orders to irresponsible persons.

3. Buy as much as possible from one house, so as to make your orders of consequence and thus secure better terms.

4. Utilize competition. A library should secure from 25 to 35 per cent discount.

5. Keep informed. Examine secondhand lists and auction catalogs and look out constantly for bargains.

6. Do not buy ordinary subscription books or books on the installment plan.

7. Don't anticipate revenues, and don't spend all your money at once. If you do you will miss many a bargain and have to go without books that are needed more than those you have bought.

8. Buy good but not expensive editions. Avoid flimsy paper and fine or blurred print.

Most large libraries buy chiefly through agents.¹ This practice is almost universal for foreign books.

Mr. J. Winter Jones says:

The employment of agents for the purchase of books is not always the most economical mode of procedure, excepting in the case of purchases at auctions, or in foreign countries where the transactions are large and extend over several countries.

The division on the minor question whether it is better to buy books in cloth or paper covers is probably fairly represented by returns from 37 libraries, 27 of which prefer cloth and 10 paper or sheets. The points in favor of cloth are that the books are ready for immediate use, and that a cloth binding marks the volume as a new book. The last argument, of course, has no weight with libraries that cover their books; but in others it is well worth consideration. Mr. Greenwood² says:

There is absolutely no economy in buying 2s. novels in sheets for 1s. 4d. and having them bound in leather for, say, 1s. 4d. extra, making the first cost of the books 2s. 8d. It is much cheaper in the end and more judicious to take the wear out of the original binding even though it be only paper boards, as there is always a risk of books being in demand, and the cost of binding them is thrown away, to say nothing of the disproportionate charge for binding thrown on the early years of the library.

I would emphasize the "Don't" regarding the purchase of subscription books from agents, especially in parts. Exception, of course, may be made in favor of works like the Century and Murray's dictionaries. There are few subscription books that can not be obtained through

¹Out of 37 librarians reporting, 24, including all the larger institutions, favor employing agents.

²Thomas Greenwood, *Public libraries*, p. 379.

regular trade channels, and very few indeed that can not be bought far below the subscription price by waiting a little while.

Bargains may be obtained from secondhand dealers; but as a rule they know the value of books and put prices but little below a good library discount. The best field for bargains is the auction room, where the secondhand dealers replenish their stocks. A good rule is not to buy any old books (unless immediately needed) except at a bargain. Remember always that any one of 100 or 1,000 or perhaps 10,000 books is needed by you as much as any other. Buy the one or the ten, that you can obtain at one-half to one-tenth price.

Yet here a word of caution should be given to the zealous and conscientious librarian. In his anxiety to make the most of his book fund he may save \$10 in money at the expense of \$20 worth of time. Judgment must decide what is true and what false economy.

Books sent to newspapers for review may often be obtained at a very liberal discount.

Libraries in the same city should avoid duplicating expensive works.

Libraries with small means should not spend on a single costly work of interest to few—and seldom used by them—a sum that would buy 20, or perhaps 100, volumes that would be in constant and profitable use by many.

All the judgment and care that can be given to the finances of a library with a view to securing as large a sum as possible for books can not prevent the proportionate increase of other expenditures. Insurance, for example, may be doubled or trebled in a few years; it costs more to keep a large building clean than a small one; and with the growth and expansion of the library and its work there is necessarily a constant increase in the salary roll. Therefore, the ratio of expenditure for books has no significance unless all the circumstances are known.¹

Economics.—Besides the larger savings that judgment and care may effect in the chief items of expenditure, there are numberless little economies which in the course of a year may reach a considerable aggregate. There is no economy in poor tools and appliances. In business it is often the latest machinery that makes the margin of profit; but rough notes may be made and figuring done on a scratch block or waste paper as well as on fine note paper. Even such intelligent and conscientious persons as librarians are sometimes wasteful. It is the executive's duty to look after the pence as well as the pounds, remembering that every dollar saved means another book. Great corporations do not scorn the income from office waste baskets. Binding² offers an excellent field for exercise of judgment and oversight in the interest of economy.

¹Reports from about 30 libraries give $3\frac{1}{2}$ to 80 per cent for books. The last is from a library recently established. Omitting that, the average is a little above 25 per cent.

²For technical points see D. V. R. Johnston's article on binding.

In every detail it depends on the executive's judgment whether money and time (which is money) shall be wasted on unnecessary things or things of minor importance. The collating and covering of all books are illustrations. Both are unnecessary and wasteful. The latter is especially unwise as well as wasteful, and is, I am glad to say, adhered to by but few libraries. In many other details the decision must depend on circumstances, of which the librarian should be the best judge. Here, as elsewhere, the librarian should look sharply about him at all times and cultivate that sixth sense that is developed in the schoolmaster of seeing anything that is wrong. In a large library he can not give constant supervision to all details; but he should learn the art of quick and effective sampling.

Executive and staff.—There is no more important function of the executive than that involved in his relation to his staff. It is, indeed, the very sum and center of the executive department, for all orders of the board, as well as all action lying within the librarian's initiative, must be executed through assistants; and the effective organization and oversight of his staff is, therefore, the prime duty of the librarian as executive officer. But little has been heretofore published on the subject. The one point on which librarians are unanimous and on which all disinterested trustees must agree is that the choice of assistants should be left practically in the hands of the librarian, and that appointments and promotions should be on the basis of civil-service reform. As the resolution adopted at the Buffalo conference puts it:

Efficiency in library administration can best be obtained through the application of the cardinal principles of an enlightened civil service, viz, the absolute exclusion of all political and personal influence, appointment for definitely ascertained fitness, promotion for merit, and retention during good behavior.

In 7 libraries out of 37 reporting, the appointment of assistants is left entirely to the librarian; in 8 they are practically appointed by the librarian; in 18 the librarian suggests and the board appoints; in 2 the board appoints without consulting the librarian. To this number, I presume, may be added 2 that do not answer the question, and I do not wonder at unwillingness to confess so humiliating a fact. Appointments should be left, not absolutely, but practically, to the librarian. The absolute power may be a burdensome and dangerous responsibility for a librarian even when backed by civil-service rules. For what I regard as the best plan for securing efficient assistants I refer to Miss Kelso's explanation of her apprentice system.

Much of the success of a library, as of a business house, depends on the effective organization of the staff. But this, with the distribution of duties and the mooted questions of specialization versus all-round knowledge and training, and division of labor by kinds of work versus division by departments, and all other details come within the scope of Mr. Hill's article (p. 747). In passing I recommend careful reading of Miss Edith Clarke's article on "Departmental libraries" (*L. j.* 16: 264), which, I am inclined to think, will form the next stage in the

evolution of library organization. Thus far the process has been division along lines of work, a process of analysis which may be succeeded by a new synthesis as set forth by Miss Clarke.

I venture a few general observations from my own experience and thought.

In a library, as in a school system, everything depends on effective supervision. Whatever plan of organization is adopted, it should provide for thorough supervision through different grades up to the executive head. This is one of the principal elements of success in "running a hotel," which is, not unadvisedly, taken as the sign and synonym of executive ability.

The librarian should allow his assistants to work in their own way unless he can show that it is a decidedly inferior way. Give general directions to a messenger and see whether he has ingenuity enough to work out the details; consult with the assistant who is to have immediate charge of a piece of work, or let him devise a plan and submit it to you for approval or amendment. Everyone can work best in his own way, and will take more interest in the execution of a plan he has originated or assisted in preparing.

The librarian should take a personal interest in his assistants down to the youngest page. He should encourage them in self-improvement; he should fairly and favorably represent them to the trustees, securing, so far as possible, their due in hours, opportunities, and salaries. It also goes without saying that he should stand between his assistants and unfounded complaints or unreasonable criticism from the public. He should constantly consult with heads of departments and more or less frequently have general meetings for instruction and discussion.

Librarian as secretary of the board.¹—Service as its secretary brings the librarian into closer relations with the governing board and I think strengthens his authority as executive. Returns from 37 libraries show 15 in which the librarian acts as secretary and 22 in which he does not; 17 think the librarian should; 13 think not; 3 are doubtful, and 4 give no answer. One librarian who is not secretary thinks such an arrangement "most desirable," adding that the relations of boards and librarians are not sufficiently cordial and confidential.

In a large library it is easy for the librarian to allow his whole time and energy to be absorbed by the details of his duties as executive to the neglect of the literary or librarian's side of his work. He should strive against this. He should not wholly sink the librarian in the director. He should not permit his executive duties to deprive him of all opportunity to act as literary and educational adviser to the public. He should spare some time and strength for reading and study for his own mental growth. This caution may be unnecessary. Up to recent years the great danger has been of the opposite extreme. The proper adjustment depends on circumstances and calls for the

¹ See also F. P. Hill's article, p. 747.

exercise of judgment. In the same library the ratio will vary at different periods. The business man who keeps his books himself is likely to lose thereby three times the salary of a bookkeeper.

Colonel Higginson says: "The librarian should not have too much to do. If he does he can not look over the whole ground." Having so organized his staff as to make his work chiefly that of supervision he will have time to attend to the larger interests of the library, including the comparative study of methods. In making choice of methods and machinery he must keep in view the end and aim of the library, which is always and everywhere to serve the public—its public. He should seek methods that have been tried and proved efficient under similar circumstances, remembering that "an ounce of Vineland is better than a pound of cosmography." He should never lose sight of fundamental principles, which as President W. I. Fletcher said in his address at Lakewood (*L. j.* 14: 155), will be found "very largely along the lines of simplicity and tried effectiveness rather than along those of elaborateness and theoretically exact arrangement of details." He should be on his guard "against the twin irrationalities of an undue reverence for the ancient and an overweening ardor for novelties."

Mr. J. Winter Jones says:

The points to be aimed at in both lending and reference libraries are rapidity and accuracy of service and record. To effect this everything * * * should be as simple as possible.

It does not necessarily follow that a method or system which is adapted to one library is best for all. There are no qualities which will supplement even a little technical knowledge so efficiently as good judgment and practical common sense.¹

These last six words form an excellent summary of what is required in the executive department. The scope and meaning of "common sense" as applied to library management is fully and admirably shown in the address of President C. A. Cutter at the St. Louis conference. I began marking passages for quotation, but found the markings so numerous that I must content myself with an urgent recommendation of the address as a summary of sound doctrine. Like a certain cook-book that a housekeeper of forty years' experience pronounces the best she has ever seen, it deals not with particular recipes but with the fundamental principles that must underlie all library management. It is not novices alone that may profit by occasionally rereading it.

This paper has had the public library in view; but general principles are the same, and modifications will be obvious. The funds of the library may be so inadequate that a competent librarian can not be employed. The library must then depend on the volunteer work of trustees, one of whom, or a committee of whom, becomes the real executive. But to realize its highest possibilities a library should have a competent librarian as its executive head, and with the largest powers and responsibilities, able to say in his province, "Aut Cæsar aut nullus."

¹ W: F: Poole, in United States Report, 1876.

It should be the aim of the executive to make his library approximate as nearly as possible to Mr. Ford's test of the perfect library (*L. j.* 18: 179), where "a verbal 'I want —,' is followed by an instant delivery of the book"; and, as the writer said in a former paper,¹ "Success will depend less on choice of methods than on vigor and thoroughness of execution.

'For forms of government let fools contest;
Whate'er is best administered is best.'

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ACCESSION DEPARTMENT.

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[The writer has not thought it necessary to give the authority for each statement. The annexed bibliography gives fuller information.²]

Scope.—The accession department includes selection, buying, and accessioning of books—that is, the business side of the formation of the library.

Who shall select books?—Final authority should rest with the full board of trustees, which generally acts through a book committee. This should be composed of the members most familiar with literature but of catholic tastes, so as not to run to hobbies. But as the average

¹Report on aids and guides at Milwaukee conference, 1886, *L. j.* 11: 309-30.

²One of the fullest discussions at Chicago was on this paper, and the proceedings should be read with it as supplemental.

committee can not give the proper time and thought to this work, the choice should be left practically to the librarian, who best knows the demands and needs of readers. The committee should work in harmony with him, check any tendency to whims, determine the general policy; and all purchases, unusual either in character or cost, should be referred to them. If promptness in adding new books is desired, the librarian should have authority to buy, within certain limits, between board meetings.

In large libraries the best selection is secured by cooperation of persons in charge of special departments; in college libraries, by professors. Lists of books may often be submitted to specialists for criticism and suggestion.

Readers should be requested to suggest books, either in a book or on slips provided for the purpose, and such books should be bought so far as practicable. If one reader cares enough for a book to ask for it, others may read it. By this method, the library is kept well in touch with readers.

Selection of books.—The Library of Congress, the British Museum, and the other great national libraries collect, rather than select, books. They aim to be complete in all departments. Special libraries, such as that of the Surgeon-General's Office at Washington, endeavor to obtain every publication in their special line.

Nearly all libraries, however, are limited in various ways, and are obliged to select carefully from the vast field of literature.

The character of the library largely determines the character of purchases. A college library buys a different class of books from a free public library, and an agricultural library differs in its needs from a theological seminary. College libraries and libraries of historical and scientific societies may be considered as special libraries (often, however, having several specialties), and they must buy with this in view.

What follows applies particularly to general libraries, both public and subscription, though much will also be useful to special libraries. Fiction buying is not considered, as this belongs to another paper.

The principal factors in selecting books are the character of readers, the greatest good of the greatest number, and the amount of available funds. The smaller the funds the more difficult is the selection.

The kind of readers should first be considered. A manufacturing town needs books on its special industries; a seaport, those on the ocean, ships, fisheries; a commercial city, those on commerce, banking, finance, political economy; a farming village, those on agriculture and domestic animals. A literary community requires a larger proportion of books on literary, historical, and art subjects. If the place contains readers of foreign languages, books should be bought for them, remembering, however, that in our country all should learn English. Popular amusements should be catered to by buying books on hunting, fishing, the theater, baseball, card games, etc. It is also necessary to

supplement the courses of instruction in the public schools and higher institutions of learning, not forgetting public museums, picture galleries, etc. If there are literary or scientific clubs, books should be bought to meet their needs. Children should be encouraged to read good books by buying interesting, well written, and accurate books of history, science, and literature, as well as good fiction. Local interest should be fostered by buying freely books on local history and science, and those by local authors. In short, the library should be the intellectual center of the place, ever striving to keep in advance of its readers, and, so far as it properly can, buying what the people demand. This principle leads to avoiding works not wanted, such as those in unused foreign languages. The librarian should keep track of coming events, and see that the library is provided with the books for which there is sure to be a future demand. He should avoid personal hobbies and be impartial on all controversial questions.

Manifestly the proportion of subjects must vary greatly in different libraries. The following is the scale adopted for the A. L. A. model library of 5,000 volumes at Chicago, according to the Dewey classification:

General works	100
Philosophy	100
Religion	300
Sociology	300
Philology	50
Science	400
Useful arts	300
Fine arts	200
Literature	600
Biography	500
History	650
Travels	500
Fiction	1,000
Total	5,000

In libraries of 10,000, 20,000, or 50,000 volumes, respectively, the proportions would differ.

If means are small, expensive works should not be bought when there are good cheaper ones covering the same field. A library with an income of only \$100 a year for books can not afford to spend \$75 upon the Century Dictionary; neither would it buy Nicolay and Hay's Life of Lincoln. The greatest good of the greatest number demands that the money be spent for an assortment of books of more moderate cost and upon a variety of subjects. This rule holds good for all libraries, for none are so situated that they can buy everything. It is doubtful if the taxpayers' money should be expended on such little-used luxuries as first editions of Shakspeare or of the Columbus letter.

Popular circulating libraries should prefer good editions in one volume to those in two or more volumes. Many readers never get beyond the first volume.

It is economy to buy good editions, not necessarily the most expensive, but those well edited, well printed on good paper, in good-sized type, are as desirable for public as for private libraries. The form of the book is an education in itself, and experience shows that good books, well bound, are better cared for than poor ones, even by the uneducated reader.

Reference books and those on science and useful arts should always be in the latest editions. Earlier editions have their historical value, but should be left to the special libraries. Books on zoology, geology, and botany should be by American in preference to foreign authors, unless the subject is treated from a general standpoint or the author is a leader in thought.

It is often a question how far the moderate-sized public library should buy special books. In general it may be said, "Do not buy the tools for trades." Draw the line between the science of law and law as a trade. It must also be remembered that the professions are more independent of the public library than the trades. Buy books for the mechanic rather than for the capitalist. The following specialties should generally be avoided: School text-books, sectarian books, partisan political books, works in foreign and classical languages (this depends on local conditions, however), early English literature of only limited interest, technical treatises on law, medicine, and theology, genealogies (except of local families), and antiquated books, such as old histories, chemistries, etc.

Col. T. W. Higginson's "Plan for the selection of books," a report prepared for the trustees of the Cambridge public library, is a careful study of the principles which should guide a library in choosing books. In connection with this should be read Mr. Griswold's criticism and Colonel Higginson's reply. (*L. j.* 15: 110-111.)

Miss Coe's paper, "Should American literature be specially favored in our libraries?" (*L. j.* 15: 101-104) is a strong plea for a full representation of American books.

After the general policy of the library has been determined, what is the best method of compiling the purchase lists?

Catalogs of other libraries of the same general character and of good standing are among the best guides, remembering, however, that every library accumulates more or less undesirable books through errors in purchases or indiscriminate acceptance of gifts. Also, that all catalogs soon become antiquated, as good books are continually being replaced by later and better ones.

Several lists of best books have been published, the most prominent of which is Sonnenschein's, though the extent of this list (50,000 volumes) makes it hardly a "select" list, and it is deficient in American books and editions. The "Catalog of the A. L. A. library at the World's Columbian Exposition" will form a good basis for buying, as it is endorsed by leading American librarians. Special bibliographies are

always useful, particularly such as are annotated. For such bibliographies consult the List of Bibliographical Works in the Reading Room of the British Museum, Handbook for Readers in the Boston Public Library, and Indexes to Recent Reference Lists issued by the Harvard College Library; also, Growoll's Bookseller's Library.

These catalogs and bibliographies are only available in buying the books of the past. For current literature other sources must be consulted. The Publisher's Weekly (N. Y.) contains the fullest lists of books published in the United States or imported in editions, and the notes are often useful, though not critical. Lists of English books may be found in the Bookseller (London).

In many Sunday-school libraries all books are carefully read by the committee before buying, but for public libraries this is impracticable. Reviews in the leading periodicals, such as the Nation, Critic, Literary World, and Bookbuyer, supplemented for English books by the Athenæum, Academy, and Saturday Review, are useful in making selections. Special publications are best for many classes of books, such as Science and Nature for scientific publications; engineering periodicals for books on mechanical subjects; the Electrical Review and Electrical World for books on electricity, etc. But various reasons prevent placing full confidence in reviews. This has been pointed out by Mr. George Hes in his paper, "The evaluation of literature" (*L. j.* 17: c 18), and he proposes a system of cooperative reviewing, in which the reviews shall be impartial and written with due regard to public library needs.

The difficulty of selecting fiction, mainly because novels are so often judged from the literary rather than the moral standpoint, has lead to several suggestions for publishing annotated lists of new books specially for library use. Such lists were given in earlier volumes of the Library Journal, but were discontinued. The Massachusetts Library Club has recently considered the subject, but has been obliged to defer the plan for the present.

Buying duplicates.—A question asked by the A. L. A. committee is, How much do you duplicate popular books? The answer can not be satisfactorily tabulated, but the following appears to be a fair statement of American practice. Reference libraries seldom duplicate unless divided into separate departments, in which case extra copies of certain books may be necessary. College libraries often require several copies of books used by classes. The subscription libraries, such as the New York Mercantile, buy freely of new books in demand (*L. j.* 14: 371). The best managed public libraries, if funds allow, buy many extra copies of the best books, but avoid much duplicating of ephemeral books. Demand for the latter soon dies out and leaves the extra copies unused.

It is better to buy 10 extra copies of a wholesome book wanted by the public than one copy of 10 other books which will not be read.

Specialization.—Lack of funds and the principle of adaptation to constituency has led librarians to consider specializing. While it is a great waste to duplicate expensive works or long sets in different libraries in the same city, it is yet a great convenience to students to find all the resources of a city on a given subject in one library. An arrangement between different libraries by which each shall mark out its special field is very desirable. Every place should have one complete local collection. This should be in the public library, unless there is a historical society which covers the same field. This specialization should not prevent each library having as many of the more popular books as it needs, as they must be brought close to the readers who will not go elsewhere for them. A list of the special collections in American libraries, prepared by Messrs. Lane and Bolton, has been published by Harvard University library (Bib. contrib. No. 45).

Out of 181 answers to the A. L. A. committee's question, 54 libraries reported no special collections; 49, local collections; 7, general American history, while the others each reported one or more special collections.

Buying.—Buying should be in the hands of one person, preferably the librarian. Methods depend on the character of the books, whether new and standard works regularly in the market or those that are old and scarce.

New books should generally be bought of one house, unless the library is a large buyer, when it may be better to divide the trade between several dealers, if they carry different lines in stock. If one bookseller has all the trade he will take special interest in seeing that the library gets what it wants, though the knowledge that the trade is divided sometimes acts as a spur to promptness in filling orders.

A large part of the new English books are at once reprinted in the United States, or else are imported in editions by branch houses or agents. These can be bought on the same terms as American books. Other English books are generally imported by libraries on duty-free certificates at a saving of about 25 per cent. Instead of employing foreign agents, it is now generally considered better to order through the regular American agent, or else through a firm that makes a specialty of importing. The cost, after adding consul's fees, insurance, etc., is about the same, while the librarian is saved annoyance of custom-house entries, and it is in every way easier to deal with an American agent.

Booksellers are generally glad to send new books on approval, but as freight both ways must be paid by the customer this is expensive to libraries at a distance. Because of the expense of carriage, also, small country libraries are obliged to buy less frequently. If practicable, the book committee should meet at least twice a month, unless the librarian has authority to buy between meetings.

New books should be bought as soon as published, for two reasons:

1. To keep the library up to date and satisfy reasonable expectations of readers; and

2. Because many books are soon out of the market and can only be procured at extra price, or with extra delay, specially if published abroad.

English books can often be had cheaper a few months after publication, either as "remainders" or from the great circulating libraries. The saving on the latter, however, is often more apparent than real, as they soon need rebinding. Many expensive English books are soon republished in cheaper editions. Only experience will guide when to buy at once and when to wait for cheaper editions or secondhand copies.

It is seldom wise to attempt to deal directly with publishers, even if they make slightly better terms, as extra express on small parcels soon eats up extra discounts. Only part of the books bought being published by the larger houses, it will always be necessary to buy a large proportion of the retail bookseller, and it is not well to deprive him of the advantage of buying in large quantities and compel him to supply only books on which there is small profit. He will be almost sure to recoup himself in some way. The same principle holds good with regard to the exceptionally large discounts offered by some dealers. These can only apply to what the trade calls "regular books," and if extra discounts are made on these, extra prices are generally charged for the "special books." In buying books, as well as other merchandise, it is best to select such firms as have a reputation for honest dealing and pay them a price that will give a living profit.

Of course a library distant from book centers must expect to pay local dealers somewhat higher prices, but so far as possible the local bookseller—under this term is not included those dealers who usurp the name of bookseller while their stock is mainly stationery, wall paper, and fancy goods—should be encouraged, as the bookstore and the library help each other. A well-stocked bookstore, kept by an intelligent bookseller, is an intellectual gain to any community, and in a different way it does the same kind of work as the public library. It is a great pity that the present condition of the trade has driven out many of the more intelligent dealers.

Certain books, including most so-called "subscription books," are seldom found in bookstores till some time after publication. While most "subscription books" are unworthy a place in the library, yet many desirable and indispensable works have been so published. Some librarians refuse to buy of traveling agents, but if a book is wanted immediately it is often best to get it through the channel chosen by its publisher. Publishers seem to have learned that it is for their advantage to employ a better class of canvassers, for the blusterer, determined to force his book on the buyer by any means, fair or foul, is mostly one of the past, or at least seldom enters the library.

Many of the smaller libraries buy only new books, but the larger libraries, and those buying in special lines, need many books that are out of print, even if not scarce. These generally can not be bought as

wanted, but must be patiently sought. The principal sources are secondhand bookstores and auction rooms, personal search in second-hand stores being most effective. The books can then be examined, and the secondhand bookseller is generally as ready as the dealer in new books to send his goods on approval. Make the bookseller your confidant if wanting out-of-the-way books, specially if on a given subject. You may in some cases have to pay more, but you will secure books otherwise overlooked. The following extract from Mr. Growoll's Bookseller's Library is as true for book buyers as for booksellers:

Then there is the well-read customer [or bookseller], who on occasions may be induced to give a hint or information concerning old or new books not easily got in any other way. * * * Take such men into your confidence; their assistance will often save you hours of study.

Many secondhand dealers issue partial catalogs. These should be carefully examined for books that are on the "short" list or that may be wanted. It is hardly necessary to warn buyers to see that the books are perfect and of the best edition. Titles are often twisted in order to present them in the most attractive way. A leading New York secondhand bookseller used to say that the secret of cataloging is to enter the same book in half a dozen different places in the same catalog in such a manner that the reader shall never discover it.

The same caution holds in auction buying, and in no case should books be bought at auction except after personal inspection before sale. If the librarian can not be present, a secondhand bookseller will act as agent for a moderate commission. Whether buying in person or through an agent, a limit should be fixed for each item before the sale. Otherwise one may be carried away by his enthusiasm when the bidding is lively. If an honest, well-informed agent is employed much may be left to his discretion.

Scarce books may often be secured by advertising in book trade and literary periodicals. Some libraries publish lists of wants with their annual reports, specially of volumes needed to complete sets of periodicals and transactions of societies. This often secures a gift of the missing parts. If making special collections, acquaintance with other collectors in the same line may often lead to advantageous exchanges of duplicates.

Every librarian is recommended to study carefully Growoll's Bookseller's Library. Familiarity with its contents will enable the librarian to meet the bookseller on more equal terms to their mutual advantage. It would also be well for librarians to have some practical experience in retail bookstores and for booksellers to be informed as to library methods and systematic bibliography.

The following facts were brought out by the inquiries made by the library school for the A. L. A. comparative exhibit. Of 155 libraries answering the question, "What per cent do you buy at auction?" 106 reply "none," 27 "few," 15 buy from 1 to 5 per cent, and 7 from 6 to 30 per

cent. The question, "What per cent from secondhand catalogs?" was answered by 149; 57 say "none," 37 "few," 40 not over 10 per cent, and 14 from 10 to 50 per cent; 1 says "large." As might be expected, the smaller public libraries buy few or no books by either of these methods. On the other hand, the larger and more specialized libraries must secure much of their accessions either through auction or secondhand catalogs.

Order system.—When purchases are small no special order system is required, except to keep a copy of orders sent and check off items when received so as to make sure that all orders are filled and none duplicated. The larger libraries, however, find it necessary to adopt some well-planned system of keeping track of orders. That of the Harvard University library may serve as a sample and is here described.

The basis of this system is the order slip, which starts with the professor or other person recommending, and whose final destination is the official card catalog:

Book number	Author or editor
Ordered	Title
Received .....	.....
Fund .....	.....
<hr/>	
HARVARD COLLEGE LIBRARY ORDER SLIP.	Edition.....Place.....Publisher
* * Do not write in the corner above.	Date.....Vols.....Size.....Price.....
Remarks may be made on the back of this card.	Sign your name [If there is urgent need, write <i>haste</i> here.]
	and the date

The following is the history of such a slip: When received it is dated and an assistant verifies and completes details of title, edition, publisher, etc., and sees if the book is already in the library or ordered. This assistant checks the slip, which then goes to the librarian for approval. If approved it is stamped; if not, the person recommending is notified, if he is a person entitled (except by courtesy) to hand in titles for buying. The slip then passes to an assistant who orders the book on a regular form containing printed instructions to the agent. The library has agents in London, Paris, Leipzig, Florence, Copenhagen, Madrid, and several in this country. The slip is then stamped with date and name of agent, and the number of the order is written on it. A press copy of the order is then taken, after which it is signed by the librarian. A memorandum of estimated cost is then entered under the allotment from the book fund from which it is to be paid. As experience shows that a large proportion of the orders can not be immediately filled, it is generally safe to exceed by 25 per cent the appropriation for any given year. The order slip is then filed.

When a shipment is unpacked the books are laid on a counter in order of invoice, which is checked. Order slips are then picked out by invoice, invoices being arranged by the agent according to order

numbers. Date of reception is stamped on slip, also in copy book against the order. The slip is placed in the book and the librarian looks over the books and assigns each to its book fund, which is written on the invoice against each item. The books are then collated and the person recommending notified. If he wishes the book at once, a pink slip of paper is placed in the book and it is pushed through in a hurry, otherwise it takes the usual course. Name of library and date of reception are stamped on back of title-page and fund written below, book-plate, date slip for charging, and back label are pasted, and the book is entered on shelf list¹ and then goes to cataloger. The order slip is left in the book and as cards are written, it is corrected and fund and shelf mark are filled in. After cards are revised the order slip is filed in the official catalog.

To keep track of books in the hands of the catalogers and prevent ordering books already received, a temporary slip for each book received is written (much abbreviated) and kept in a box till books have gone to shelf and cards into catalogs. Each slip has a number stamped at the top and a smaller slip with the same number on it is placed in the book with the author's last name or first word of title written on it. When book goes to shelf this slip is taken out. When a number of such slips have accumulated they are used to pick out the corresponding slips from the box. An inspection of the number shows how many books have been received for cataloging in any given time.

During the checking of the invoice, reports on books not sent are indorsed on the order slip, also particulars as to partially filled orders, after which the slip is returned to the order drawer. A "continuation catalog," partly on cards and partly in a book, is used for keeping track of serials.

In a small library all the processes of the above order system are not necessary, but it forms a good outline for adoption whenever the number of orders is larger.

Disposal of duplicates.—Nearly every library accumulates duplicates, mostly through gifts. While many of these have little apparent value, yet it must be remembered that every book has its proper place awaiting it. An old edition of a schoolbook is useless in the circulating department of a public library, but may be indispensable to the American Antiquarian Society or the Essex Institute. The odd report of a society may be just what is needed by another library to complete its file.

The question is how to bring a return to the library by placing these duplicates where they will do most good. Some libraries use the auc-

¹The Harvard College library is almost alone in keeping no regular accession book, though it does keep a book recording daily the volumes and pamphlets received from each source. It enters on the shelf list instead of the accession book many of the particulars of imprint, source, etc. This routine could readily be adapted to the usual accession book. (See later under Accession book the reasons against omitting its use.)

tion room, but the attendant expense renders this undesirable unless for books of considerable value. The same holds true with regard to selling through a bookseller on commission.

A central clearing house for duplicates has been suggested, but here also the expense of handling must be considered. It is doubtful if there would be sufficient business to reduce the pro rata cost to contributing libraries to a moderate figure, and the State or National Government has hardly reached the point of undertaking this work at the expense of taxpayers.¹ Dr. Ames's exchange of public documents might be cited against this view, but in this case the work is confined to the publications of the National Government which are published for free distribution.

For these reasons, libraries will generally have to depend, in the near future as in the past, on private arrangements, either for cash sales or for exchanges with other libraries or collectors.

A few years since, the Columbia College library inaugurated a system of briefly cataloging duplicates on slips which were arranged by subjects. If another library desired books on a given subject, the slips for this subject were mailed. The order could be given by simply separating the slips of books desired. The list of special collections in American libraries will be useful in finding possible customers for many odd books.

Gifts.—Diligent advertising and begging will generally secure many gifts, ranging from whole libraries to the refuse of the garret. Even the latter may contain long-desired books or missing periodicals. It is not necessary that all gifts be added to the library, and they should be received with the understanding that they may be sold or exchanged if duplicates or unsuitable. It costs money to catalog and store books, and those outside the library's field should be rigidly excluded. Individuals interested in particular subjects may often be induced to contribute either books or money to build up some special department. It is undesirable that gifts of miscellaneous books should be shelved by themselves. They should be distributed through the library with their respective subjects. All gifts should be acknowledged at the time, as well as in the annual report.

Collation.—Librarians differ widely as to this. Some collate everything, others only the more expensive works and those containing plates, while still other experienced librarians collate nothing. The argument urged against collation is that it costs more than the occasional loss of an imperfect book. It is true that most publishers are

¹Since writing the above we learn that the New York State library will soon open its clearing house for duplicates. Books when received are appraised and the library is entitled to draw out an equal amount from the stock on hand at prices at which they were received. This is free for New York libraries only, and the cost of handling is borne by the State because of the great practical value to all its libraries. It is proposed to allow libraries outside New York to share the advantages on payment of the actual cost of the State's service, no allowance being made for profit.

willing to replace imperfect books years later if possible, but experience shows that imperfections, even if noticed by the reader, are often not reported till after many years, when the book may be out of print. The safer rule is to collate all purchases, but a show of hands at the Chicago conference indicated the general opinion that it is desirable to collate only expensive works.

Accession book.—The accession book is the business record of the library and is the first place where books should be entered. It should be accurately kept, so that it may be sworn to in court as a true statement of the contents of the library at any given time. The form of this book was one of the first subjects considered by the A. L. A. cooperation committee, and their deliberations, resulted in the "A. L. A. standard accession book," now made by the Library Bureau.

The facts given in this book are as follows:

Date of accession.
 Accession number [consecutive].
 Class number. }
 Book number. } These form the call number.
 Volume.
 Author.
 Title.
 Place and publisher.
 Date.
 Pages.
 Size.
 Binding.
 Source. [Fund, and of whom bought, or giver.]
 Cost.
 Remarks. [Condition, rebinding, withdrawal.]

An introduction contains rules for entering and a list of library abbreviations. Each volume has a separate line and bears its own accession number. If it is worn out or lost it is marked "withdrawn," which ends its history. The copy replacing is given a new number.

Many libraries, considering the size of the "Standard" (35 by 30 cm.) too cumbersome and costly, adopt the "Condensed accession book" (25 by 20 cm.), which contains the same items but allows less space for entry.

In the Library Journal, v. 3 (see bibliography), will be found a discussion on the accession book, Mr. Winsor claiming that it is unnecessary and that the business entries might better be included in the shelf list. No other librarian came forward in support of his arguments, and it may be considered that the question has been definitely settled, and in favor of the A. L. A. standard.

As the Harvard College shelf list, including accession entries, has never been shown in print, it is given below, not for commendation, but simply as a matter of record:

HARVARD COLLEGE LIBRARY SHELF LIST.

H. C. L.

Class ———.

Book no.	No. vols.	Author.	Title.	Place.	Date.

Branch ———.

Section ———.

Size.	Date of accession.	Source.	Remarks.

Runs across two pages, 32 lines on a page. Title, not volume, to a line. Cost and accession number not given.

Withdrawal book.—This is a useful supplement to the accession book. It was invented by J. C. Houghton, of the Lynn public library, and is not yet in general use. A slightly modified form used by the Salem public library is as follows:

[Left-hand page.]

Date.	Acc. no.	Call no.	Author.	Title.
Mar. 10	3985	917.2-B1.	Biart, L.	Adv. of Young Naturalist.
Apr. 3	13593	F-1227E.	Hawthorne, N.	True Stories.
3 cm.	2.5 cm.	4 cm.	5 cm.	11.5 cm.

[Right-hand page.]

Cause.	Remarks.	Date replaced.	Acc. no.	Call no.	Remarks.
Damaged	Pd. for by M. C. Smith.....	Mar. 16	26845	917.2-B1.	4 copies left.
Worn out.....	7.5 cm.	2.5 cm.	2.5 cm.	4.5 cm.	7 cm.

The width of each column is given in centimeters. The size of the condensed accession book is well adapted for this.

The principal use of the withdrawal book is to give a fuller record than can be made in the accession book of the circumstances attending the withdrawal of a book. When this book is kept the only entry in the accession book is the date of withdrawal. Another use is for statistics. The year's additions in each class can be ascertained from the accession book, the withdrawals from the withdrawal book, the differ-

ence is the net growth in each class. This appears to be the simplest and most accurate method of keeping these statistics.

Marks of ownership.—As a mark of ownership the name of the library should always be stamped on title-pages and all maps and plates not containing letterpress. Also, as the title-page is often lost, some other fixed page should be stamped.

An embossing stamp is best for this purpose, as, if it is properly made, it is impossible to remove completely the impression. A rubber stamp is sometimes used, but this may offset if the book is closed before dry, and it may be easily erased by scratcher or emery paper.

A bookplate should be pasted inside the front cover. Besides the name and address of the library, this should state the source from which the book was received, if a gift or bought from a special fund; also the shelf mark. Many libraries give date of receipt, but this is superfluous if the accession number is written or stamped in the book. The plate should not be too large, should be legible, with clear spaces in which to write the numbers, so that these may not be confused with the printing or engraving, and should always give the name of the State as well as of the city or town.

For convenience, the pocket or date slip described under loan systems should be pasted in at the same time.

We have now considered the various processes involved in adding a book to the library from its recommendation to its entry in the accession book. Its future history, including its shelf location, cataloging, and use by readers, belong to other chapters.

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PAMPHLETS.

By WALTER S. BISCOE, Catalog Librarian, New York State Library.

Definition.—Before treating of pamphlets we must know what they are. It is very common to set an arbitrary standard of a certain number of pages and to call all unbound works below this standard pamphlets. About half the librarians at the Chicago meeting limited the term pamphlets to unbound works of less than 100 pages. The Century Dictionary gives the following definition:

A printed work consisting of a few sheets of paper stitched together, but not bound; now, in a restricted technical sense, 8 or more pages of printed matter (not exceeding 5 sheets) stitched or sewed, with or without a thin wrapper or cover.

J. Winter Jones, librarian of the British Museum, in his inaugural address at the meeting of the London conference of 1877, said:

A distinction ought to be drawn between a volume, a pamphlet, a single sheet, and a broadside; or rather one general agreement ought to be arrived at upon this branch of our subject. It may be urged, and with much reason, that every work which is bound should be treated as a volume. A work of an ephemeral nature may be called a pamphlet, but such a work may extend to more than 100 pages. When is such a work to be raised to the dignity of a volume? It is assumed that the question of pamphlet or no pamphlet will be confined to works in prose. It would be the safest course to apply the term single sheet to a sheet of paper folded once, or printed on both sides without being folded, and the term broadside to a sheet printed only on one side.

Mr. Cutter has described them as "Those thin, limp books which we call pamphlets."

The real distinction, on which all agree, seems to be that a pamphlet is unbound; whatever its size, as soon as placed in durable covers it ceases to be a pamphlet and becomes a volume. Whether any limit of size should be made among unbound works is an open question. Clearness and accuracy will be gained by disregarding size and making binding the sole test. We would not say seriously that a library should collect unbound works of over 100 pages and throw away those containing less pages. Neither can we satisfactorily base our treatment of these works on the shelves on the number of pages. It might be taken as one criterion in cataloging, but it would be only another way of saying "catalog what is worth cataloging," and the rule would perhaps need to be broken almost as often as kept, for many pamphlets of under 100 pages are more worthy of cataloging than most of those of over 100 pages. The question is really as to the collection and treatment of the large mass of unbound printed material which, not being regarded as valuable enough to bind separately, is kept unbound for years, perhaps always.

The following definitions seem to accord in the main with common usage:

Broadside.—A sheet of paper printed on one side only; *e. g.*, handbills, Thanksgiving proclamations, etc.

Sheet.—A sheet of paper folded only once, or printed on both sides without being folded and without covers.

Pamphlet.—A printed work consisting of one or more sheets of paper fastened together, but not bound.

Serial.—A publication issued in successive parts, usually at regular intervals, and continued indefinitely.

Sequent.—Any publication issued in parts, including all serials, irregular publications and books, the volumes or parts of which are issued at different times. In a more restricted sense, excluding serials, a publication issued in parts, usually at irregular intervals and often with a definite termination.

Statistics.—In reporting the size of a library or the number of additions, volumes and pamphlets should be counted separately. This will give a fair basis for comparison of the size and value of different libraries. It is here, perhaps, that there is the strongest argument for reckoning an unbound work of over 100 pages as a volume, not as a pamphlet. At first thought it seems better to say this report of 75,647 volumes means substantial works, whether bound or unbound; but this would not be true unless you excluded from the count all bound volumes of less than 100 pages, and I believe I have never heard a librarian propose to do this. By using binding as the distinctive mark of a volume, the statistics say this library contains so many works which are bound and so many which the authorities think, taking all things into account, it is best to leave, at least for the present, unbound. From the count of pamphlets should be excluded all the numbers of current periodicals and proceedings of learned societies, and all parts of works issued in paper covers, but intended to be bound as soon as completed. This practically excludes all sequents except annual reports, catalogs, etc. These should be counted as pamphlets. There is also a wide divergence of opinion as to what statistical record should be made of bound volumes of pamphlets. Current report says that the British Museum counts as one volume 10 pamphlets bound together, while the Bibliothèque Nationale, at Paris, counts every pamphlet, bound or unbound, as a separate volume. If this is so, no just comparison of the size of these two great libraries can be made. In an accession book any number of pamphlets bound together are usually given a single accession number. It seems natural in statistics to follow the same rule, and to report the number of volumes the same as if they were counted as they stood on the shelves, without taking them down to examine their contents, and to report a similar count of pamphlets. If greater accuracy is desired, or if it is wished to show how large a pamphlet collection the library has made, it can be best done by giving these facts as additional in-

formation; e. g., 151,643 volumes (including 4,576 volumes, containing 53,974 pamphlets) and 79,627 unbound pamphlets. Uniform usage in giving these statistics would be of great service to all persons engaged in the comparative study of libraries.

Importance.—The desirability of preserving the larger part of pamphlet literature is granted by most librarians. Everyone will insist on the preservation of such as relate to the subjects in which he is interested. Grant this, and all must be kept, for some one is interested in every subject. The importance of pamphlets is attested by the famous collections like the Thomason pamphlets in the British Museum, by the special catalogs of pamphlets issued by booksellers, by the sumptuous binding frequently given to the once despised pamphlet, and by the extravagant prices for which they are often sold after a century's existence. Special classes of publications sought for by enthusiastic collectors, such as early Americana, accounts of criminal trials, minor publications of noted authors, etc., bring large prices. It is true that the great mass of pamphlets can lay no such claim to a large money value, but are of seemingly ephemeral interest. Are they really of little importance? Reports of philanthropic work, of historical societies, of governmental departments—national, State, and municipal—of religious bodies, propagandist pamphlets of all kinds, scientific monographs, university theses, anniversary addresses—these and a host of others preserve information vainly sought elsewhere. They contain the material which will be wanted 100 years hence for writing the history of the movements of to-day. It is well to insist strongly on their preservation somewhere, for there is more danger of their being despised than of their being overrated. It is the common everyday pamphlet which needs specially to be cared for, since that is the very one usually disregarded. The university extension syllabus, which is in everyone's hand, the report of some local society or club, the manual of a church, or the report of a town officer—these are everywhere, and often no one thinks to lay aside a copy for preservation.

Large depositories.—What libraries ought to make large collections of these pamphlets, to gather all the material they can and store it for the use of future generations? Certainly not every one, for, done in the least expensive way, it costs much money and labor and needs much space. The library must have a large income to pay the expenses, and a large staff to do the work. Then libraries should be scattered all about the country, for the double purpose of gathering more fully the pamphlet literature of each section of the country and to provide depositories which shall be easy of access to all investigators. There are not enough libraries at present doing this work. Perhaps all those whose means justify them in undertaking it are doing what they can; but if so, it is only one more reason for providing more ample funds for building up great libraries, to be both storehouses and literary workshops. An analysis of the statistics collected for the comparative

exhibit at Chicago shows only 42 libraries collecting annually over 500 pamphlets, and only 12 which add over 2,000 per year. These figures are, of course, not complete, but with previous statistics they show that there are far too few libraries persistently collecting this ephemeral literature; the number does not seem to be over 20, and three-quarters of these are in the extreme East, i. e., New England and Middle States, including the District of Columbia. The great national library at Washington should, of course, stand at the head here, as in everything, collecting from both American and foreign sources. Then, in nearly every State there should be a large scholarly collection, aiming to collect the literature of that part of the country specially, but gathering in whatever it can get, receiving contributions from all the individual collectors and providing a place where everyone may be sure that his hobby will be gladly received and cared for; a place, too, where everyone will come with the expectation of finding material for his intellectual work, and where he will not be disappointed.

Select collections.—What pamphlets should other libraries keep? Every library should have some specialty, and should have as good a collection on this subject as can be obtained. Many libraries will have more than one such subject. At least one library in every place should keep all local history and literature, trivial as well as important; local newspapers, sermons, addresses, and reports, school catalogs, catalogs of manufacturers or dealers; lists of church members or of any local society—whatever you would like to see if printed 50 or 100 years ago, collect now and keep for the people of 50 or 100 years to come. Each college, school, and seminary should gather all that will preserve the history of the institution; yet often they have no complete sets of their own official publications, and the student periodicals and ephemera are very frequently passed by as too trivial. Theological seminaries will collect the literature of their denomination; societies—musical, artistic, literary, historical, or scientific—each have their special line plainly marked out. Accident often determines the field of collection. Some enthusiastic collector after gathering material for a lifetime bestows it on the local library; a local society engages in scholarly research or some line of investigation; a native of the town has become a noted author, and works by him and about him are carefully collected; perhaps he has been prominent in some event of national importance, and whatever relates to this event is sought for and added to the library. Other pamphlets, outside the specialties of the library, which it does not wish to preserve, are best sent to the nearest large library willing to care for them.

Methods of collecting.—The same means, in great measure, will be used by the small and by the large library; differing circumstances will make sometimes one and sometimes another method best. All libraries will use personal appeal as the most direct and efficacious method, which can be supplied by no other. It need not be direct and

outspoken begging, though this is sometimes desirable. A personal statement of the purposes and needs of the library, what it is trying to do, and the literature it wishes to collect, made perhaps in ordinary conversation, will often produce far-reaching results. Requests for individual pamphlets, gentle hints that the library should not be forgotten in the distribution of this or that treatise, and inquiries where the library can obtain a duplicate of a desired pamphlet, not only serve to get the individual object asked for, but show that the library is interested in that line and anxious to get all available material.

Written requests will be used most by small libraries. Their efforts are not so extensive as to preclude writing; with small funds they can less easily bear the expense of printed forms, and usually the librarian has more leisure. Even in a large library the written request will sometimes be needed, for it commands attention when a printed blank is disregarded. Correspondence with specialists, with requests for their own publications and for their assistance in gathering other material, should not be overlooked. You may thus hear of and often acquire many pamphlets which would otherwise be unknown to you.

Printed begging blanks will be extensively used by the large library which is collecting widely. They *must* be used to diminish the labor and expense of correspondence. To offset the disadvantage of print they are fuller than a written request could be, yet they must not be too long or no one will read them. A brief outline of the purposes and facilities of the library and the reasons why such pamphlets are desired are sufficient. Special blanks for special subjects are very desirable, as in this way more minute information can be given and the exact purpose of the collection stated.

Printed announcements should be placed in the publications of the library; and on the covers of catalogs, bulletins, and reports both general and special requests may be made. A list of the special collections which the library has will often be of great service. A standing offer to send for or to pay express on packages of pamphlets, offers to exchange with other libraries or with private collectors, statements of the reasons why collections on certain subjects will be specially valuable to the constituency of the library, lists of pamphlets needed to complete certain files, announcements of gifts already received, these and many other methods serve to bring the matter to the attention of all who receive the publications of the library, and with no additional expense secure abundant returns.

Printed catalogs.—When the library can afford it, wide distribution of special catalogs on each subject is of the greatest service. It gives the library a reputation among all interested in those subjects. It puts into visible form the results of the work already expended, and makes a much deeper impression than a mere statement of the plan or of the numbers already accumulated. It shows gaps in the collection, and even without a plea for gifts vacant places call aloud for missing

numbers, and many times pamphlets, of whose very existence you were unaware, are sent to you in answer to this unspoken plea. Sometimes it is desirable to make this catalog a complete bibliography of the subject, with call numbers against works already possessed, and a request for all others.

Newspaper notices.—The local papers are usually glad to help make known what has been done and what is proposed. Sometimes a long account of the collection, enumerating varieties, describing the curiosities, mentioning the most important items for the investigator, and detailing the most needed desiderata, will be gladly printed. Often a brief note with requests for the help of all interested is best. At moderate intervals afterwards additional information might be given showing the progress made and reviving the subject in the public mind.

Acknowledgments.—Whatever other methods you have used, a thorough system of recording and acknowledging gifts, and a careful record of all sequents, and prompt requests for any missing number, is an essential to success. You must show that you appreciate what others do for you. A prompt acknowledgment of one favor is the very best request for a repetition. The supplies of the less prominent sequents is very soon exhausted, and it is necessary that any gaps in annual reports and more frequent publications should be noted speedily and requests for missing numbers sent. What can be obtained easily at the time for nothing it may be impossible to buy a year later.

Make the material you have already accumulated so useful that your library will be recognized as a good place to send similar pamphlets. Exchange duplicate pamphlets with other libraries, especially those at a distance, from whom you may naturally expect to obtain the pamphlets of their immediate locality. Sometimes an exchange can be made directly, by groups, without the cost of making a list, by offering 100 or 500 pamphlets on your locality or specialty for a similar collection, e. g., "I will send you 500 New York pamphlets in exchange for 500 California pamphlets." Large libraries should, by special arrangements with smaller libraries about them, be the great depositories, and should lend from their large collections to their smaller associates. The wealthy library should pay for arranging and caring for accumulations which the small library can not afford, and the material would be equally available for both. At the cost of postage it could be sent at any time to the small library, and ordinarily it would be kept in the large collection at the center of population, where it would be most frequently needed.

Preservation.—Most librarians agree that pamphlets should be finally bound into books, that there should be no permanent collection of pamphlets, which is only a halfway station on the road to completed volumes. If expense were no consideration a large proportion of pamphlets would be bound separately. The cost of this is so great that only the wealthiest libraries can afford it and cheaper methods must be found.

A few librarians advocate binding as fast as enough pamphlets are accumulated to make a volume, regardless of subject. They would depend entirely on the catalog to make the contents known. Any librarian who has a classified arrangement of his books soon rejects such a plan. He must have his pamphlets arranged like his books, and there are, indeed, stronger reasons for their minute classification. The question to be first decided is, shall they form a separate pamphlet collection or shall they be shelved with the books? The latter plan seems, on the whole, best, though the former has some advantages. The separate collection would usually be placed in a separate room, and would remove an element of unsightliness and disorder from the shelves; it would be more convenient for comparing new pamphlets with old, and for filing away recent acquisitions; it would allow the use of such special devices as pigeonholes, drawers (used by U. S. Naval Observatory), and various files and cases. This last is perhaps a doubtful advantage, for the devices are too costly for any except wealthy institutions. To shelve pamphlets on the regular shelves alongside the books seems most advantageous for the use of the library, both by readers and librarian, while it probably makes more work in administration. Resources on a single subject are brought more nearly together and the constant reference to two places is avoided.

Pamphlets will then be classed minutely by subjects exactly the same as books and will be placed on the same shelves. Till they are bound they will usually stand together either at the end or the beginning of a subject. They may be kept in bundles, boxes, pamphlet cases, or in binders. Bundles are the cheapest, a package tied with twine involving practically no expense, but it is very unsightly, gathers much dust, and unless a considerable number of pamphlets are put together can not stand alone, and is a vexation in taking out and putting back adjoining books. It may be improved by putting round it a cover of fairly stiff manila paper, and this may do for keeping incomplete volumes of periodicals while waiting to pick up missing numbers. The various binders, Emerson, Springback, Champion, Common Sense, etc., stand at the other extreme. They are neat, keep the pamphlets clean, and look like books; but they are expensive and in most cases will hold only a few pamphlets. The Common Sense, Emerson, and similar styles have the added objection of a permanent mutilation in the holes pierced through each pamphlet. For temporary storage on the shelves some form of pamphlet box or case seems most desirable. They can be had of any size and at reasonable prices. The sizes should fit the shelves of the library. The height of the ordinary octavo shelf is best for general use. This will contain all pamphlets up to nearly 25 cm. high. The case should not be too wide, otherwise a few thin pamphlets left in it will slip down and become twisted out of shape. The medium cost L. B. wooden cases are of varying thickness (3, 6, and 10 cm.) to meet this difficulty. For very thin pamphlets in a subject where not

many are received the thin manila C. C. pamphlet case is usually satisfactory. Manila cases may be obtained in quantity, made like the folding boxes used by confectioners, very cheaply, an octavo case 5 cm. thick for \$2 or \$3 a 100. But these are not strong enough to stand wear and soon become soiled and broken. Of more expensive cases the Clacher is perhaps best, a closed case excluding dust, with a table of contents inside the cover.

When enough pamphlets on a single subject have been gathered for a suitable volume they should be bound, shelved, and treated like any other book. Annual reports should be bound at regular intervals, then reports by decades, 1880-89, 1890-99, etc.; thicker reports by half decades, 1880-84, 1885-89, etc. Unbound reports of each institution, society, or officer should be kept in a box immediately after the bound volumes. More valuable pamphlets should be bound separately. A form of binding is coming into use which seems likely to settle the disposition of a great many pamphlets of medium size and value worth binding, but not worth an expenditure of 25 or 50 cents. A cheap cover is made with board sides and cloth back, having inside four muslin stubs on which four thin pamphlets can be pasted, or a muslin stub may be pasted on each side of thicker pamphlets. While this binding is not very substantial, it is strong enough for occasional use, inexpensive, and can be done quickly by cheap help without sending to a binder. The pamphlets can then be treated like regular books. Certain classes of pamphlets should then be bound alone, or very closely classed, e. g., genealogies, if there is a large collection, so that each family may stand in its alphabetic place; individual biographies where there is only a single life, or two or three thin pamphlets which can go into such a binder as that just described; local histories, regimental histories; in short, all pamphlets where it is desirable for each to stand on the shelves arranged by its special character and in sequence with similar books and pamphlets, and to have it possible to place beside it another pamphlet on exactly the same subject issued years afterwards.

Cataloging.—The ideal method is to catalog a pamphlet with the same accuracy and fullness as a book. A pamphlet is only a little book and often is worth more than many of the small, perhaps even of the large, volumes in the library. But if this little book is not important enough to bind, it is perhaps equally extravagant to spend time and money to catalog it. The sentiment at Chicago was strongly in favor of cataloging pamphlets. Yet if something must be left undone, this or a part of it seems to be possible without too great loss. Pamphlets closely classed on the shelves are in a certain limited sense their own catalog. You can find there what the library has on a certain subject, and when readers are admitted to the shelves there is less objection to this plan. Certain libraries add a reminder in the card catalog in the form of a printed or written card under the proper subject head calling attention to the uncataloged pamphlets in such a volume or box. For

the author catalog a separate catalog, not made as full or accurate as the regular catalog, may often serve a part of the purposes. It makes two places to consult and will often be overlooked, but from the librarian's side it may fulfill important uses and save in labor much more than its cost. Made on thin¹ slips by cheap assistants the cost of material and time is slight. New pamphlets can be comparatively quickly compared with the catalog and duplicates thrown out when otherwise each pamphlet must be carefully classed, then taken to the shelves and the collection of pamphlets on the subject looked over before knowing that it is or is not a duplicate. In large libraries the saving of time in going to remote shelves is an important consideration. In small libraries with few pamphlets it is probably best to catalog the same as books unless this hinders more important work. Often a loan desk assistant will have time, when calls are less frequent, for this and similar less valuable work. In all libraries of original research the value of pamphlets is increasingly felt and the importance of a catalog is strongly insisted on. It certainly should be done; but if pamphlets can be obtained and time to catalog them can not be found, then take the pamphlets and hope that the library will some time have money enough to do its work properly. It will be a stronger plea for more help to be able to say "the library already has material which ought to be made available" than to say "if more money is given to the library pamphlets can be gathered and much help given to readers from them."

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The following list includes all important articles or pamphlets in the *Library journal*:

- CUTTER, C: A. Preservation of pamphlets. *L. j.* (1876) 1: 51-54; discussion, p. 101-6.
- SWIFT, LINDSAY. Pamphlets and continuations of serials. *L. j.* (1887) 12: 350-54.
- Experience of Boston public library. Value of pamphlets, importance of cataloging, numbers cataloged, breaking up bound volumes, treatment of minor pamphlets, binding of serials, indexing.
- What we do with pamphlets. *L. j.* (1889) 14: 433-34, 470-71.
- Buffalo library. Classed and cataloged. Pamphlet boxes of paper board open at top.
- Boston Athenæum. Formerly kept in bound series according to size. New pamphlets classed and kept in boxes, or practically drawers, holding each about 100 pamphlets arranged like cards.
- Harvard College. Bound as fast as possible; cataloged when bound; unbound assorted and classed.
- New York Apprentices' library. Bound by broad subjects and then cataloged; would prefer to keep unbound in pamphlet cases.

¹ If the slips used are uniform in size and preferably in thickness with the catalog cards used for books, whenever wished the two catalogs may be combined. The cost of the cards is very trifling compared with the labor. For a mere index for use in different rooms, or otherwise unlikely to be combined, the V slip, 5 by 7.5 cm., being only $\frac{3}{4}$ catalog card size, admits of great economy of storage in drawers or trays and yet gives room for needed items.—M. D.

What we do with pamphlets—Continued.

Brooklyn library. Kept on special shelves alphabetically by subjects, tied in moderate sized packages with paper label; complete catalogs on slips, both author and subject; bind in separate volumes, half morocco, plain, whenever enough on any subject of interest to form a good sized volume.

New York Y. M. C. A. Bound in groups by subject. Bound volumes have book number P and then marked v. 2, v. 3., &c.; discusses general questions of preservation and style of binding.

Providence public library. Originally in one rigid alphabetic order; now placed in 6 groups; 1, government publications; 2, libraries; 3, colleges and schools; 4, other organizations; 5, biographic sketches; 6, other pamphlets; alphabetic in each group. Special collections like Harris on slavery kept separate. Uses Emerson binders for temporary issue; if demand is likely to be steady it is regularly bound.

New York Mercantile. As soon as enough pamphlets for volume are received they are bound regardless of subject, and volume given its number in sequence. Cataloged under author and subject.

HOMES, H: A. Unbound volumes on library shelves. *L. j.* (1886) 11: 214-15. Plan formerly used in N. Y. State library; cloth covers tied at front edge; grouped broadly by subjects.

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CATALOGING.

By WILLIAM C. LANE, Librarian Boston Athenæum.

There are several codes of rules for cataloging. That most generally followed is Charles A. Cutter's *Rules for a dictionary catalogue*, 2d edition, Washington, 1889, published by the United States Bureau of Education as the second part of a special report on public libraries, originally issued in 1876. This work discusses the principles of cataloging in a lucid and thorough manner and takes up a great variety of cases to which to apply them. It should be in the hands of every cataloger whether all the rules laid down are followed or not. It may be obtained by application to the Bureau of Education, Washington.

Another elaborate work is *Eclectic card catalog rules, based on Dziatzko's "Instruction" compared with the rules of the British Museum, Cutter, Dewey, Perkins, and other authorities*. By K. A. Linderfelt. Boston; C. A. Cutter. 1890. This is an adaptation of a German code by the librarian of the Breslau library. It is in some respects fuller than Cutter's rules and gives more examples, specially such as are drawn from foreign sources, but it treats only of author and title entries; subject entries are not considered at all. The author has compared all the cataloging systems with which he is acquainted and has noted their divergencies as well as their agreement on special points, so that his

work forms a compendium of the practices recommended by other authorities. It may be obtained of Mr. C. A. Cutter, Forbes library, Northampton, Mass., or of the Library Bureau, Boston.

Condensed rules for cataloging adopted by the American Library Association were printed in the Library journal, 3: 12-19, 1878, and may be found also in an appendix to Cutter's rules. The Library school at Albany has also its own code of rules; it was published in 1889, with many sample cards given, and may be obtained at the Library Bureau, Boston. It contains a *Bibliography of catalog rules* by M. S. Cutler, to which and to the introductory notes in Cutter and Linderfelt the reader is referred for further information.

In the Library journal for September, 1893, p. 79, is a report by a committee of the Library Association on the subject of catalog headings which lays down certain principles that seem to be gaining general acceptance now, though departing somewhat from the stricter forms of a dictionary catalog. (See section 20, on p. 847.) The same committee will soon publish a list of subject headings which is likely to be of considerable use to inexperienced catalogers and to all who wish to keep their work in line with what is being done elsewhere.

This paper does not undertake to discuss any of the principles of cataloging, a task already well done in the publications referred to above, or to decide any of the mooted points. It will attempt solely (1) to set forth briefly certain points in regard to a library catalog which may be now taken as settled, and (2) to mention certain other points upon which there is as yet no general consensus of opinion. In this second division the attempt is made to show what is the actual practice on each point of 58 leading libraries both large and small in different parts of the country. A list of these is given at the close of the paper. The statistical material for this paper is derived from the 191 answers to the circular sent out in 1893 by the committee on the A. L. A. exhibit at the World's Columbian Exposition, and from the answers returned by the 58 libraries referred to above in reply to a more detailed circular of my own sent out in November, 1894.

A. POINTS WHICH MAY BE CONSIDERED SETTLED.

1 The necessity of a comprehensive and detailed card catalog.

If a carefully made and reasonably full printed catalog exists the card catalog may form simply a supplement to this, but if the printed catalog be only a finding-list or short-title catalog the card catalog should be complete in itself.

Its forms are various: in drawers, in trays open on a counter, in sliding trays, in a Rudolph indexer, or slips mounted on the leaves of a book. In any case the point to be provided for is the possibility of inserting new titles indefinitely in strict alphabetic or other specified order.

2 On this catalog every work should have at least an author or (when this is impossible, as in the case of anonymous works, periodicals, etc.) a title entry.

A common English custom is to use for certain classes of works form or subject entry *only*; such are, almanacs, catalogs, society or academy publications, periodicals, etc. The nearly universal American usage is to treat these works like any others.

3 In addition to author or title entry most works should also be entered under the name of the subject of which they treat.

Of the 191 libraries reporting in answer to the circular sent out for the A. L. A. exhibit, all but 21 had some kind of subject catalog.

4 The author's name should if possible be given in the vernacular, unless all his works have been published in some other language than that of his own nationality. Latin must often be considered the vernacular of medieval names.

5 On author cards titles should be brief, and the author's name and bibliographic details should be given in full. On subject cards the title should be fuller and descriptive, but the author's name may be given with initials only, and some of the more technical or minute bibliographic details may be omitted. (See, however, for the actual practice of different libraries part 2, section 6 of this paper.)

6 In transcribing titles the words and spelling of the title-page should be strictly adhered to, any addition or deviation being plainly indicated by brackets. Punctuation and capitalization need not follow the title-page, except in case of incunabula.

7 Among the smaller points on which substantial unanimity exists may be mentioned:

a Names with prefixes.—English and French surnames beginning with a prefix (except the French *de* and *d'*) under the prefix, all other cases under the word following.

b Compound names.—In English under the last part, in foreign languages under the first.

c Capitals.—No absolute uniformity, but the tendency is to diminish their use as far as possible.

d Numerals.—In general, use the Arabic rather than the Roman forms.

e Periodicals.—Enter under the first word (not an article). When published by a society refer from the name of the society; but if the periodical bears the name of Bulletin, Proceedings, Journal, etc., enter under the society as author.

f Names beginning with Mc or St.—Alphabet as if spelled out, Mac or Saint. The other practice is often followed in directories.

g Reports of trials.—Crown and criminal cases under defendant; civil cases under plaintiff; marine cases under the ship.

B. POINTS ON WHICH OPINION IS DIVIDED.

In regard to the various details of catalogs and cataloging mentioned below, the practice of each of 58 representative and well-known libraries is as far as possible noted. An asterisk [*] following the name of a library indicates that the present opinion of the librarian favors the particular practice named rather than some other which is in actual use. The abbreviations used are such as will naturally suggest the library for which it stands, but a list of them with the names of the libraries and librarians is given at the end of the paper.

I FORM OF THE CATALOG.

A. A printed catalog, with printed supplements. **Peab.** has a temporary supplement on cards, but only as a preliminary for printing. The linotype has recently been used in a few cases for printing library catalogs and is likely to be often employed in the future. The *Library journal* (Aug., 1894) has an article on linotyping by Nathan Billstein of the Friedenwald Co., Baltimore, and a symposium by several librarians relating their experience. **BPL** is considering the practicability of accumulating material for a general printed catalog by means of the linotype and **Forbes** also has under consideration the plan of printing by linotype and issuing frequent printed linotype supplements. See the article in the *Library journal* for the results obtained by **NewH. EnPr. Prin.** and **Pratt**. See below under C. the names of libraries which have in use printed catalogs in addition to complete card catalogs.

B Printed catalog, with card supplement. **Ast. Ba. BrL. Brown** (complete catalog on cards begun), **Com. Clev. Jers. Mil. NYFC. PhL. PhM. Spr. Worc.** (for circulating dep't). Several of the above have issued printed supplements, and most issue bulletins of recent accessions. (See below, H.)

C On cards complete. (Those marked with a † have an older printed catalog in use also.) **Amh. Arm. Bos.† Bowd. BrY. Brown** (just begun), **Buf. Cal. Chic.** (for staff only, a new card catal. for the public begun), **Cin. Col. Cong.† Corn.** (printed catal. of special subjects), **Det.† Drex. EnPr. GrRap.† HartP. HartTh. Harv. How. LosA.** (not yet complete), **MIT. Mon.** (intends to print), **Mich. Min. NHav.† NYFC.† NGM.† NYS.†** (printed catal. of Law and old general library), **Newt.† Ost.† Pratt. Prin.†** (subj. catal. printed in 1884), **Prov.† Sal.† Set. StLM.†** (printed catal. of Fiction), **StLP.† Wat.† Well. Worc.** (for reference library), **Yale.**

D On slips pasted in volumes (the British Museum plan). **NYN.**

E On slips fastened in bunches like the leaves of a book (the Leyden plan). **Harv.** has had this plan under trial for accessions since 1890, the titles being printed on manila slips.

* Librarian favors particular practice named rather than some other which is in actual use.

† Has also an older printed catalogue in use.

F The Rudolph indexer or books. **BrL.** (for music), **Det.** (to a limited extent), **Forbes** (under consideration), **NHav.** (tried without complete success), **Newb. Pratt.** (under trial), **Stan.** The San Francisco FPL adopted this device two years ago and has 21 machines in use. The Oakland (Cal.) PL has also recently introduced it.

G Printed finding-lists or other abbreviated form. **Bos. BrL.** (Fiction), **Buf. Chic. Cin. Det.** (Fiction), **EnPr. LosA. Min. NYS.** (intended), **Pratt. Prin. Sal. Sct.** See an article in the Library journal, 19: 9 by Kate M. Henneberry on the preparation of printed finding-lists.

H Printed bulletins of recent accessions are issued by the following libraries: **Ba. Bos.** (lately discontinued), **BrL.** (ann.), **BrY. Buf. Cam. Cin. Corn. Det.** (ann.), **EnPr.** (beginning in 1895), **GrRap.** (typewritten), **Harv.** (1876-94), **Jers. MIT.** (intended), **Mich.** (typewritten), **Mil. Min. NHav. NYM. Newt.** (weekly and ann.), **Ost. PhL. PhM. Pratt. Prin.** (intended), **Prov.** (beginning in 1895), **Sol. Spr. StLP.** (1879-83, 1894—) **Wat.** (ann.).

2 THE KIND OF CATALOG.

As stated above, nearly all libraries have or intend to have a subject as well as an author catalog. The different ways of carrying this out are many, but they all fall into two general classes.

A. The author and subject catalogs distinct and separate. The author catalog necessarily contains some title-entries (anonymous works, periodicals, &c.,) and usually numerous title-references.

The subject catalog may be—

a In dictionary form. **Amh.** (title-entries included in the subject catal.), **Cin. Cong.** (partly classed), **Forbes** (undecided), **Mich. Mil.** (the card catal.; the printed catal. on decimal classif.), **Prin.** (the card catal.; the printed catal. classified).

b Classified on the decimal system (Dewey's) **Arm.** (inclined to change to dict. form), **BrY.** (has also a dict. catal.), **Buf.** (for the public; dict. catal. for staff), **Mil.** (printed catal.; dict. catal. on cards), **NYFC. NYS. Ost.** (printed catal.; dict. catal. on cards), **Sal.** (for finding-lists, Cutter's classif. preferred), **Well.**

c Classified on some other than the decimal system. **Cal. HartTh. Prin.** (printed subj. catal.; shelf-lists with added entries in red form another systematic classed catal.), **StLM.** (Cutter's classif.; will be superseded by dict. catal. for public use), **StLP.** (Harris's classif.).

d An alphabetico-classed subject catalog, i. e. a catalog having general classes in alphabetic sequence, with alphabetic subdivisions. **Harv.** (biographic subject-entries now incl. in the author catal.), **NYM. Yale.**

B Author and subject entries combined in a single alphabet, the subject entries being ordinarily under the word expressing most specifically the subject-matter instead of being grouped under general heads. **Ast. BA. Bos. Bowd. BrL.** (subject entries in part classed), **BrY.** (has also the decimal system), **Brown, Buf.** (incl. title entries, for use of staff;

also separate author and title catal. of Fiction; decimal classed catal. for public), **Cam. Chic. Clev. Col. Corn. Det. Drex. EnPr. Forbes** (subj. cards will perhaps be placed in a separate alphabet), **GrRap. HartP. How. Jers. LosA. Man. Min. NHav. NYFC. NYY. Newb. Newt. Ost.** (printed catal. decimal), **Peab. PhL. PhM. Pratt** (Astral Br.), **Prov. Sal. Scr. Spr. StLM.* StLP.** (for juvenile lit.) **Stan. Wat. Worc.**

C No subject catalog. **MIT. Pratt** (except for biog. and bibliog. subjects), **Spr.** (juvenile literature; the general catal. in dict. form).

3 CATALOG CASES.

Until recently the usual custom has been to keep the cards of the catalog in drawers, each drawer having ordinarily two rows of cards and intended to be used at its place. The objection to this plan is that a person consulting the cards in one drawer prevents others from using the drawers above or below, and that in order to have all the drawers at a fairly convenient height for consultation the case has to be unduly extended. To obviate these difficulties a lighter drawer or sliding tray has lately been introduced holding a single row of cards and often not as deep as the old drawers. These trays can be readily taken from the case and placed on a table or on sliding shelves set at a convenient height. The libraries which have adopted such trays at least in part are **BA. Bos. Bowd. Chic. Clev. Cong. Harv. (Divinity School) LosA. Mil. Min. NYS. StLP.**, while **BrY. Brown, Harv. NYFC. Sal. and Scr.** express their decided preference for this form of case.

Ast. Buf. and Cam. use trays or boxes permanently exposed in a fixed position.

4 CATALOG CARDS.

A Size.—There are two recognized standard sizes in common use, the so-called postal size, 12.5x7.5 cm. and the smaller size, 12.5x5 cm. The larger size is used by **Arm. BrL** (subj. cds.) **BrY. Cam. Chic.** (new public catal.), **Clev.** (since Jan. 1894), **Corn. Det. Drex. GrRap. HartTh.** (subj. cds.) **How. Jers. LosA. MIT. Man. Mil.** (dict. catal.), **Min. NHav. NYS. Pratt, Prin. Sal. Scr. Spr.** (readers' catal.), **StLP. Wat. Well.** (subj. catal.) and is preferred but not used by **NYFC.** and **StLM.** The smaller size is used by **Ast. BA. Bowd. BrL.** (author cds.), **Brown. Cal.** (also a special size), **Clev.** (to Jan. 1894), **Col. Det.** (for Fiction), **HartP. HartTh.** (author cds.) **Mil.** (author index), **NYFC. NYM. Newt. Ost. Pratt** (Astral Br.), **Prov. Spr.** (juvenile catal.), **Wat. Well.** (author cds.) **Worc. Yale,** and is preferred by **Sal.**

Special sizes, in many cases very close to one of the standard sizes, are used by the following libraries: **Amh. Bos. Buf.** (author, 12.75x5.2 cm., subj. 12.75x7.25 cm.), **Cal.** (15.7x5.7 cm.), **Chic.** (old card catal.), **Cin.** (6x4 in.) **Cong. Harv.** (12.8x5 cm.), **Mich.** (13.85x8. and 13.35x5.05 cm.), **Peab.** (13x5.7 cm.), **PhL.** (15.5x8 cm.), **PhM.** (14x7 cm.), **StLM.** (5x2½ in.).

* Librarian favors particular practice named rather than some other which is in actual use.

B Punching.—The hole in the card to allow the passage of a wire or rod is generally made in the middle of the lower margin, but **BA. Buf. Harv.** and **Mich.** put the hole in the lower left-hand corner, and **Worc.** prefers this position. The advantage claimed is that the lower lines are left unobstructed for writing. Some libraries have no hole punched in their cards and either hold them in by rods over the top or consider that no protection is necessary; such are **Bos. Cal. Cin. Cong. HartTh. Mich.** (larger cds), **PhM. Worc.** and **Yale.**

C. Writing.—Most libraries still employ a running hand, generally preferring an upright and round letter to a slanted or angular one. A disjoined hand (i. e. one in which each letter is separate) is however used by **Drex. GrRap. HartP. Jers. NYS. Prin. Scr. StLP.**

The typewriter is employed for cards by **Bowd. BrL. Buf. Cam. Det. GrRap. HartTh. LosA. MIT. Mich. Mil. Min. NHav. Newb. Ost. Peab. Prin. Spr. StLP.** and **Star.** All of these use the Hammond machine except the **Newb.** and **StLP.** which use the Remington. Of the 191 libraries addressed in the first circular 40 reported the Hammond machine in use and all but 8 found it satisfactory. Three libraries, **Col. Harv.** and **StLM.** stated that they found a typewriter distinctly unsatisfactory for cards.

Printed cards are now supplied by the Library Bureau at a moderate price for current new books, while some libraries print their own cards or mount printed slips on cards for their card catalog. Those reporting the use of printed cards are **BA.** (Library Bureau cards, also to some extent printed slips mounted), **Bos.** **Bowd.** (L. B. cards and mounted slips), **Cin.** (slips from Bulletins mounted), **Clev.** (since Oct. 1894), **Harv. Jers.** (slips mounted), **NYS.** (L. B. cards), **PhL. Prin.** (intends eventually to use linotype altogether), **Prov.** (L. B. cards).

5 CATALOG RULES.

The best codes of rules are mentioned above. Few libraries follow any one code absolutely, but most take one or another (or, it may be two together) as a general guide, and change what details seem advisable. It is this general use which is intended in the following statement:

Cutter's rules are adopted by **Amh. Ast. BA. Bowd. BrL. Cal. Cam. Chic. Clev. Corn. Det. Drex. EnPr. Forbes, How. LosA. MIT. Man. Mich. Min. NHav. NYFC, NYM. NYY. Newt. PhL, Prov. Sal. Spr, StLM. Stan. Wat. Well. Worc. Yale,** Cutter and Linderfelt by **Buf. Harv. Mil. Scr.;** Cutter and Albany Library school by **BrY.** and **HartP.** Cutter and A. L. A. rules by **Jers.;** Cutter and Jewett by **Bos.**

The A. L. A. Rules are followed by **GrRap. Ost. PhM.** and **Pratt;** the Albany Library School Rules by **Arm. Col.** (with many changes), and **NYS.;** and Linderfelt by **HartTh.** Cong. reports a specially adapted system.

6 RELATION OF SUBJECT TO AUTHOR CARDS.

The general principle which should govern the relative fullness of author and subject cards in bibliographic and descriptive particulars would seem to be that on the author catalog, its primary object being to determine whether a given book is owned, it is essential to distinguish accurately (1) between different authors with similar or identical names, (2) between different books by the same author, and (3) between different editions of the same book, while on the subject catalog, which is intended to bring together books on the same subject, the essential point is to display the differences in character and scope between these books. It would follow that whatever degree of accuracy in regard to authors' names is aimed at or whatever bibliographic detail is expressed should be given first of all on the author cards and is of secondary importance on the subject cards, and that any fullness of description in the title further than what is needed to distinguish between two works by the same author or to make a title recognizable by the inquirer belongs first of all on the subject card and is of secondary importance on the author card. In actual practice however there is a great variety in the methods followed, the result no doubt partly of the fact that the author catalog has generally been considered the more important record and was for long the only record, and that the subject catalog is a later development and was at first little more than an index to the other. Certain practical considerations such as the printing of cards, and the copying of one kind from the other instead of directly from the title-page also influence the application of the principles stated.

The practices of the various libraries as nearly as they can be stated in regard to the bibliographic and descriptive particulars of the subject cards (not including the fullness of the author's name) fall into eight classes.

1. Descriptive part of the title less full, bibliographic particulars less full, Amh. Ast. Bowd. Clev. Cong. EnPr. HartTh. How. Mil. Newb. Newt. Peab. PhL. PhM. Prov. Scr. Stan.

2. Descr. less full, bibl. same, Chic. GrRap. Jers. NYFC.

3. Descr. less full, bibl. fuller, Min.

4. Descr. same, bibl. less full, BrL. Col. Corn. Det. Mich. Newt.*

5. Descr. same, bibl. same (i. e. both cards alike). Bos. Brown. Cin. Drex. HartP. Harv. Man. NHav. NYM. NYU. Ost. Pratt. Prin. Sal. Spr. StLM. StLP. Worc. Yale. Of the above, it may be noted, Bos. Cin. Harv. and Prin. employ print in some form.

6. Descr. fuller, bibl. less full, Forbes. Harv.* LosA. StLM.* Wat.

7. Descr. fuller, bibl. same, Arm. BA. BrY. Cam. NYS.

8. Descr. fuller, bibl. fuller, Buf. (gives no bibliog. particulars and only a brief title on author eds.), Cal. Prov.* Well.

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7. AUTHOR'S NAME IN HEADING.

The general feeling has been that an author's name in order to distinguish him from others of similar name must be given in as complete a form as possible, and that therefore even names which he has seldom or never himself used should be given if they have once been his by baptism. This, if carried out means much time spent in investigation, for it is frequently found that dictionaries differ in regard to these unused names or their proper order and that authorities must be compared and weighed in order to arrive at a result. The opinion has been gaining ground in recent years that this has been carried too far, while some librarians have even maintained that the object should be to give the author's name as nearly as possible in the form which he customarily uses himself excepting only that initials should be filled out if possible. It is especially difficult to classify libraries on the basis of their usage in this respect or to represent fairly in any brief form their practice. I have divided them roughly below judging as best I could from their answers to my question.

a The name generally given, in as full a form as can be found, but with many exceptions as noted, **Arm.** (usually). **Ast. Bos.** (with exceptions), **BrL. Brown. Cal.** (try to use all initials or Cutter's abbreviations), **Cam.** (except French and German), **Chic. Cin. Clev.** (sometimes omit names not used), **Cong. Corn. Det. Drex.** (unless author is decidedly better known under shorter form), **EnPr. GrRap. HartP. HartTh. Jrs.** (put on all initials but do not amplify, inserting usual form in parenthesis, and making reference from it when alph. sequence is different), **LosA. Mich. Mil.** (for printed catalog), **NHav. NYFC. NYS. NYY. Newb.** (in German and French use the well known name and refer from the full name), **Newt.** (of doubtful value), **Ost.** (of doubtful value), **Peab. PhM. Pratt. Prin. Prov. Sal. Ser.** (moderate fullness, sufficient to distinguish), **Spr. StLP.** (as far as can be readily found), **Wat. Well.** (no extensive searching), **Wore Yale.**

b Omit (especially in French and German) such names as are not ordinarily used by the author. **Amh. BA. Bowd.** (formerly gave names in full), **Bry.** (fill out initials if possible), **Col.** (less known names given in full), **EnPr.* Forbes** (pursues a middle course), **Harv. How.** (as correctly as possible, not as full as possible), **MIT.** (give as full as ever used by the author), **Man.** (fill out initials, but never search for unused names), **Pratt* Sal.* Stan.**

c Follow the title-page in hand, and give but little investigation. **Bu.** (except in cases where identification is necessary), **Min.** (did attempt to find full names, but now believe it to be wasted time to do more than follow title-page except in rare cases). **NYM. PhL.** (added information is bracketed elsewhere), **StLM.** (unless necessary to give full name for identification).

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8. ENTRY OF PSEUDONYMOUS WORKS.

The rule to enter under the real name when it can be found and refer from the pseudonym is still followed by the larger number of libraries, many making occasional exceptions, but the following libraries reverse the rule and enter under the pseudonym when it is customarily used by the author, and refer from the real name, **BA. Brown. Buf. Cal. Drex. EnPr.** (in finding-lists), **Forbes. GrRap. Harv.* MIT.** (to a limited extent). **Man. Mil.** (card catal.) **NHav. NYFC. NYM. PhL. Sal.* StLM. StLP. Stan. Wat.* Worc.**

9. ENTRY OF ANONYMOUS WORKS OF UNKNOWN AUTHORSHIP.

The general rule is to enter under the first word not an article, but the following libraries except prepositions also and enter under the first word not an article or preposition, **Bowd. BrY. Harv.** (except fiction) **MIT. NYM. PhM. Prov. Stan. Yale.** A third method is to enter under the first *prominent* word, but while this is occasionally resorted to by **Newb. Ost.** and **Well.** it is only **Cin.** which makes a practice of it, and this library excepts fiction.

a Anonymous biographic works. Most libraries make an exception of these and enter under the name of the person *only*; such are **Ast. Bos. Bowd. BrL. BrY. Cal. Cam. Cin. Clev. Corn. EnPr. Harv. How. Mich. NYFC. NYM. NYS. NYY. Newb. Newt. Ost. Scr. Spr. Stan. Worc.**; also the following which occasionally make a title-entry also, **Amh. Arm. Buf. Det. Forbes, Mil. Min. PhL.**

b Anonymous works relating to a place. A smaller number of libraries make an exception of these works also and enter *only* under the name of the place; such are **Ast. Bowd. BrL. BrY. Cal. Cam. Cin. Clev. EnPr. How. NYFC. NYM. NYY. Newb. Spr. Stan.**; also the following which occasionally make a title-entry also, **Amh. Buf. Det. Forbes, Mil. Min. Newt. PhL.**

10 ENGLISH NOBLEMEN.

Usage is not very unevenly divided in the treatment of these troublesome persons; the following libraries make their rule to enter them under their titles, generally with references from their family names, **Amh. Ast.** (usually), **BrY. Brown** (generally), **Buf.** (unless family name is better known), **Cal.** (usually), **Cam. Chic. Col. Corn. Drex.** (unless family name is much better known), **EnPr.** (on finding-list), **Forbes, HartP. Harv.* Jers. MIT. Mil.** (on cards), **Min. NHav. NYFC. NYM. NYS** (with a few exceptions), **NYY. PhL. PhM. Pratt, Sal. Scr. StLM. StLP. Stan. Well. Worc.**; while the following enter in general under the family name and refer from the title, **Arm.** (usually), **BA. Bos. Bowd. BrL. Cin. Clev. Cong. Det. EnPr.** (on cards), **Harv. How. LosA. Man.** (unless title is better known), **Mich. Mil.** (printed catal.); **Newb. Newt. Ost. Peab. Prin. Prov. Spr. Wat. Yale.**

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11 NAMES OF SOVEREIGNS.

While most names when used as headings should be written in their vernacular form, an exception has generally been made for the names of sovereigns and these are usually given in their English form. A few libraries however write these also in their proper vernacular; they are **Brown** (in general), **Cong. Drex. GrRap. HartTh. Jers. MIT.** (for more common languages), **Mil.** (on printed catal.), **NYFC. NYS.** (with brief second entry under English), **Newt.** (recent change), **Prov.**

12 NAMES OF CITIES.

The general custom has been to use the proper vernacular form for the names of cities and towns unless a different English form were well established, as e. g. Munich for München, Florence for Firenze. The following libraries however use the vernacular form in all cases, **Cal. Cin. Cong. NYS. Prin. Prov.**

13 ENTRY OF SOCIETIES, ETC.

The best method to pursue in entering societies in an alphabetic catalog has always been a difficult question and one that has received many answers. There are at least five distinct systems each in use by a number of libraries, though it should be said that few libraries are altogether consistent in following the rule they adopt.

a Enter always under first word of title. **Bos. Clev.** (under first *distinctive* word), **Cong. Corn.** (except foreign universities), **Det.** (with references from familiarly used titles), **EnPr. HartP. Jers. LosA. Mich.** (sometimes under name of place), **NHav. Newt. Ost. PhL. Prin.* Stan.**

b Enter under the name of the place where situated. **Ast. Cin. PhM. Prin. Spr. Wat. Yale. Amh. and How.** follow sometimes one rule and sometimes the other of these two.

c Enter under the name of the place when that enters into the name of the society, in other cases under the first word. **BrL. Brown, Harv. NYM. Well.**

d Enter English and American societies under the first word, others under the name of the place. **BA. Cal. Col.** (with many variations), **HartTh. Man. NYY. Newb. Peab.** (not incl. all foreign societies), **Worc.**

e The "5th plan" proposed by Mr. Cutter in his rules, § 56. The details of this plan are too long to state here, but in general it inclines to entry under the first word of the corporate name except for local bodies and foreign universities. **Arm. Bowd.* Cam. Chic. Drex. Forbes, MIT.** (with some further enlargement of exception 7), **Mil** (with some differences, see Linderfelt's Eclectic rules, §§ 200). **Minn. NYFC. NYS. Pratt, Prov. Sal. Ser.** (with exceptions), **StLP.**

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14 ENTRY OF SERIES.

Most libraries now enter a series (as American commonwealths, English men of letters, &c.) under the first word of the title, unless better known by the editor's name, and often with reference from the editor, but the older practice was to enter under the editor as being properly the author of the series. The following are the only libraries of those asked who retain this rule, BA. BrY. Cin. Clev. HartTh. Harv. NYFC. Ost. Peab. Prin. BA. NYFC. and Harv. express their preference for the rule now generally followed.

15 THE GERMAN Ä, Ö, Ü.

In alphabetizing shall these vowels be treated as æ, œ and ue or as simple a, o, and u? Usage is almost equally divided.

Arm. Bowd. Brown, Buf. Cal. Cam. Cin. Col. Cong. Corn. Det. Forbes, GrRap. How. LosA. MIT. Mil. Min. NYFC. NYS. Newb. Newt. PhM. Pratt, Sal. Scr. StLM. Well. Worc. treat these letters as simply a, o, and u.

Amh. Ast. BA. Bos. BrY. Chic. Clev. Drex. HartP. HartTh. Harv. Jers. Man. Mich. NHav. NYM. NYY. Ost. Peab. PhL. Sal.* Spr. StLP. Stan. Wat. Yale arrange these letters as if they were written æ, œ and ue. Prov. treats them as separate characters.

16 INDICATION OF SIZES.

The fold symbols 8°, 4°, &c. are used by Ast. Bos. BrL. Cam. Chic. Cin. Cong. Corn. Det. Harv. How. NYM. Newb. Peab. Prin. Spr. Wat. Well. (on author cds.), Worc. Yale, and are preferred by BA. The letter abbreviations, O., Q., &c., are used by Amh. Arm. BA. Bowd. BrY. Brown, Buf. Cal. Clev. Col. Drex. Forbes, Jers. LosA. MIT. Mich. Mil. Min. NHav. NYS. NYY. Newt. Ost. PhL. PhM. Pratt, Sal. StLP. Stan. Well. (subj. cds). The height measurement *in centimeters* is given by Clev. EnPr. (formerly used fold symbols), HartP. HartTh. and Prov. and is approved by Prin. The measurement *in inches* is given by Bos. for American books, and is approved by StLM.

All indication of size is omitted by GrRap. Man. NYFC. Pratt (except the larger and smaller sizes), Scr. and StLM.

17 PAGING.

The number of pages is given on the catalog by Arm. (main paging only), Bos. Bowd. BrY. Cin. (for works in 1 to 5 vols.), Clev. Cal. Cong. Corn. Det. Drex. (main paging only), HartP. MIT. (without too much detail), Mich. Min. NHav. NYS. NYY. Ost. (except fiction), PhL. PhM. Sal. (without detail), Stan. (on author cds.), Well. (on subj. cds. without detail). Many of the above omit paging altogether if the work is in more than one volume.

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The number of pages is given only when less than 100 by **Amh. Brown**, **Cal. Forbes**, **Newb. Peab.** **Stan.** (on subject eds.) **Wat.** and **Yale**; when less than 100 or over 600 by **Harv.**; and when less than 50 or over 500 by **Pratt**; all of these omit it in other cases. **Sal.** recommends giving the pages only when less than 50. The number of pages is omitted in all cases (except, it may be, incunabula, etc.) by **Ast. BA. BrL. Buf. Cam. Chic. EnPr. GrRap. HartTh. How. Jers.** (except in accession-book), **LosA. Man. Mil. NYFC. NYM. Newt. Prin. Prov.** (except in accession-book), **Ser. Spr. StLM. StLP. Well.** (on author eds.), **Wore.**

18 NAMES OF ARTISTS.

Artists, especially those of the medieval and Renaissance periods, are often better known under sobriquets than under their family or baptismal names. The following libraries give the preference to the sobriquet over the real name as a heading: **Amh. Arm. Ast. BA. Bos.** (sometimes), **Bowd. BrL. BrG. Brown. Buf.** (formerly entered under the real name), **Cal. Cam. Chic. Clev. Col. Drex. EnPr.** (on finding-list), **Forbes, HartTh. Harv.* Jers. LosA. Man. Mich. Mil.** (on card catal.) **Min. NHav. NYM. NYS. Newt. Peab. PhL. PhM. Pratt. Sal. Scr. StLM. StLP. Stan. Wore. Yale.**

The following enter under the real name: **Cin. Cong. Corn. Det. EnPr.** (on card catal), **GrRap. HartP. Harv. How. Mil.** (printed catal), **NYFC. NYY. Newb. Ost. Prin. Prov. Spr. Well.**

19 transliteration.

The rules and tables compiled by a committee of the A. L. A. and printed in the Library journal, 10: 302 and in the appendix to Cutter's rules have been generally adopted by those librarians which have occasion to transliterate, but **BrL. HartTh. Newb. Peab.** and **StLP.** state that they do not use them. **Det.** sometimes follows other catalogs and **Corn.** follows the British Museum for Sanskrit names.

20 SUBJECT HEADINGS IN A DICTIONARY CATALOG.

Sections 96 and 97 of Cutter's rules provide that "a work treating of a general subject with special reference to a place" shall be "entered under the place with merely a reference from the subject," that is, that subject headings shall be made subordinate to place headings and not place headings to subject headings, that headings such as "*Boston, Biography*," "*New York, Geology*," "*Greece, Art*," "*France, Law*," and the like shall be used rather than "*Geology, New York*," "*Music, Germany*," "*Sculpture, Greece*," and the like.

The following libraries hold in general to the rule as laid down by Cutter: **Ast.** (except in some philosophical subjects), **BA. Bos.** (not considered satisfactory by itself; special lists in the Bulletin give the

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advantages of the other system), **Cam. Chic.** (in general, in the old catal.), **Col.** (follow the method which seems in each case most useful, with strong leaning from experience to the Cutter rule), **Det. GrRap.** **Min. NYM. NYY. Newt.** (entries often made under both forms), **Peab.** **Pratt, Sal. StLP.** (dict. catal. of juvenile literature only), **Wat. Wore.**

Many libraries however now incline especially in art and science subjects to make the place subordinate to the subject heading; such are **Amh. BA.* Bowd. BrL. BrY. Brown, Cal. Clev. Cong. Corn. Drex. EnPr. Forbes, Jers. LosA.** (in all cases except literature and history), **Man. Mich. Mil. Min.* NHav. NYFC. Newb. Ost. PhM. Prin.** (much of the old work on the other basis, making double entry frequently necessary), **Ser. Spr. StLM. Stan. Wat.*** (for a large catalog). **HartP.** and **Prov.** enter in both ways, and **How.** replies that it "gives equal prominence to subject and place."

The A. L. A. appointed a committee in 1892 to study the question of subject headings and report. They reported to the Chicago Conference in 1893 (see the Proceedings, p. 79) treating of certain general principles and attempting to draw the line between subjects which can best be made subdivisions under places and those which should themselves have place subdivisions under them. In 1894 the same committee reported a plan for a list of subject headings which was approved by the Association and is to be published by its publishing section.

A list of the 58 libraries follows, from whose replies the facts stated above in regard to catalog and cataloging have been drawn: The abbreviations used are given in the same list.

Amh.	Amherst College Library, Amherst, Mass. W. I. Fletcher, librarian.
Arm.	Armour Institute, Chicago, Ill. Katharine L. Sharp, librarian.
Ast.	Astor Library, New York, N. Y. Robbins Little, superintendent.
BA.	Boston Athenaeum, Boston, Mass. William C. Lane, librarian.
Bos.	Boston Public Library. Herbert Putnam, librarian.
Bowd.	Bowdoin College Library, Brunswick, Me. Geo. T. Little, librarian.
BrL.	Brooklyn (N. Y.) Library. W. A. Bardwell, librarian.
BrY.	Brooklyn (N. Y.) Young Men's Christian Association. Silas H. Berry, librarian.
Brown.	Library of Brown University, Providence, R. I. Harry L. Koopman, A. M., librarian.
Buf.	Buffalo (N. Y.) Library. J. N. Larned, superintendent.
Cal.	Library of the University of California, Berkeley, Cal. J. C. Rowell, librarian.
Cam.	Cambridge (Mass.) Public Library. W. L. R. Gifford, librarian.
Chic.	Chicago Public Library. Fred. H. Hild, librarian.
Cin.	Public Library of Cincinnati, O. A. W. Whelpley, librarian.
Clev.	Public Library, Cleveland, O. Wm. H. Brett, librarian.
Col.	Columbia College Library, New York, N. Y. Geo. H. Baker, librarian.
Cong.	Library of Congress, Washington, D. C. A. R. Spofford, librarian.
Corn.	Cornell University Library, Ithaca, N. Y. Geo. Wm. Harris, librarian.
Det.	Detroit (Mich.) Public Library. H. M. Utley, librarian.

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- Drex. Drexel Institute Library, Philadelphia, Pa. Alice B. Kroegeer, librarian.
- EnPr. Enoch Pratt Free Library of Baltimore City, Md. Bernard C. Steiner, librarian.
- Forbes. Forbes Library, Northampton, Mass. C: A. Cutter, librarian.
- GrRap. Public School Library, Grand Rapids, Mich. Lucy Ball, librarian.
- HartP. Hartford (Conn.) Public Library. Caroline M. Hewins, librarian.
- HartTh. Case Memorial Library of the Hartford Theological Seminary, Hartford, Conn. Alfred T. Perry, librarian.
- Harv. Harvard University Library, Cambridge, Mass. Justin Winsor, librarian.
- How. Howard Memorial Library, New Orleans, La. William Beer, librarian.
- Jers. Free Public Library, Jersey City, N. J. Geo. Watson Cole, librarian.
- LosA. Los Angeles (Cal.) Public Library. Tessa L. Kelso, librarian.
- MIT. Massachusetts Institute of Technology, Boston, Mass. Clement W. Andrews, librarian.
- Man. City Library, Manchester, N. H. Kate E. Sanborn, librarian.
- Mich. General Library, University of Michigan, Ann Arbor, Mich. Raymond C. Davis, librarian.
- Mil. Public Library of the City of Milwaukee, Wis. Theresa West, librarian.
- Min. Minneapolis (Minn.) Public Library. James K. Hosmer, librarian.
- NHav. Free Public Library, New Haven, Conn. W. K. Stetson, librarian.
- NYFC. New York Free Circulating Library. Ellen M. Coe, librarian.
- NYM. Mercantile Library of New York. W. T. Peoples, librarian.
- NYS. New York State Library, Albany, N. Y. Melvil Dewey, director.
- NYV. Library of the Young Men's Christian Association, New York City. R. B. Poole, librarian.
- Newb. Newberry Library, Chicago, Ill. J: V. Cheney, librarian.
- Newt. Newton (Mass.) Free Library. Elizabeth P. Thurston, librarian.
- Ost. Osterhout Free Library, Wilkes Barré, Pa. Hannah P. James, librarian.
- Peab. Library of the Peabody Institute, Baltimore, Md. P. R. Uhler, librarian.
- PhL. Library Company of Philadelphia, Pa. James G. Baruwell, librarian.
- PhM. Mercantile Library, Philadelphia, Pa. John Edmands, librarian.
- Pratt. Pratt Institute Free Library, Brooklyn, N. Y. Mary W. Plummer, librarian.
- Prin. Library of the College of New Jersey. Princeton, N. J. Ernest C. Richardson, librarian.
- Prov. Providence (R. I.) Public Library. William E. Foster, librarian.
- Sal. Salem (Mass.) Public Library. Gardner M. Jones, librarian.
- Ser. Scranton (Pa.) Public Library. Henry J. Carr, librarian.
- Spr. City Library Association, Springfield, Mass. William Rice, librarian.
- StLM. St. Louis Mercantile Library. Horace Kephart, librarian.
- StLP. St. Louis Public Library. F: M. Crunden, librarian.
- Stan. Leland Stanford, Jr., University Library, Palo Alto, Cal. E. H. Woodruff, librarian.
- Wat. Free Public Library of Watertown, Mass. Solon F. Whitney, librarian.
- Well. Wellesley College Library, Wellesley, Mass. Lydia B. Godfrey, librarian.
- Worc. Free Public Library of the City of Worcester, Mass. Samuel Swett Green, librarian.
- Yale. Yale University Library, New Haven, Conn. Addison Van Name, librarian.

MUSEUMS, ART GALLERIES, AND LECTURES IN CONNECTION WITH
PUBLIC LIBRARIES.

By JAMES BAIN, Jr., Chief Librarian, Toronto Public Library.

The chapter by Professor Frieze, in the report on the Public Libraries of the United States, by the Bureau of Education for 1876, on "Art museums and their connection with public libraries" was the first official proposal to extend the work of public libraries. It does not seem to have commended itself to American libraries, for few, if any, institutions based on his proposed lines have been organized since that date. As he then pointed out, the collection of paintings and sculpture exhibited by the Boston Athenæum was the only one of the kind connected with a library, and speaking of the value of this, he says that he and many others look back with gratitude to the comparatively small and humble art museum of this institution as the training school to which he owes in a great degree his power to appreciate the rich treasures of sculpture and painting in the Old World. In 1881 Mr. James Hibbert Preston, England, printed for private distribution "Notes on free public libraries and museums" which formed part of the materials collected to assist in framing the groundwork of a report on the proposed Harris Free Library and Museum, in which he reviewed the history and present condition of the public libraries of Europe and America and pressed strongly the claims of an art gallery and museum to form part of the proposed library. In the same year the late Dr. Holmes, of the New York State Library, Albany, proposed, in a valuable paper read at the Washington conference of the A. L. A., to go further than Professor Frieze, and urged the addition of popular museums as well as of art galleries to public libraries, calling attention to the remarkable series of amendments in the laws of the United Kingdom specially directed to this end. In the discussion which followed, the two speakers who opposed the views of Dr. Holmes stated that they did not think it expedient to divert any part of the taxes for libraries to the maintenance of museums, lectures, or concerts. "Where a town or city can get only a small amount of money for educational purposes, it is best not to run the risk of dividing this amount too much in trying to further several objects. The result might be, poor schools, a poor library, and a poor museum." Mr. S. S. Green said that in Worcester the library was closely connected with the natural history society and two art societies, which freely used the books in the library individually and in classes. The feeling of the convention was evidently against Dr. Holmes's proposals.

At the Lake George conference of the A. L. A., 1885, Dr. Holmes read a supplement to his paper, rehearsing the history of the movement in the United Kingdom, and again urging the adoption of a similar act in the various States of the Union. No discussion of the

paper is reported. Among the papers read at the Birmingham meeting of the L. A. U. K., 1887, was one by C. Whitworth Wallis, curator of the Birmingham art galleries and museum, on the connection between free libraries and art galleries and museums, which elicited considerable interest. The writer was fortunate in being able to review the successful career of an institution which he had been instrumental in building up and of being able to exhibit it to the members of the association in daily working order. Mr. Thomas Greenwood published in 1888 a book on Museums and Art Galleries, which contains a general history of museums in Great Britain and Ireland with a detailed description of the more important, together with a brief account of those in America, Germany, France, Belgium, Holland, Denmark, and Italy. It is of special value for its descriptions and statistics of rate-supported museums and art galleries of the United Kingdom, almost all of which are connected with public libraries. The aids to popularizing the museum are worthy of careful consideration. Inquiries made at the Baltimore meeting of the adjourned Lakewood convention of the A. L. A., 1892, as to what had been done in this direction by any members failed to draw any response, but the president-elect, Mr. Dewey, stated that he was disposed to view the matter in a different light from that of former days, and recommended careful consideration of the question as preparatory to fuller discussion at a future meeting.

Desirability.—"Libraries combined with museums in the same institution are desirable for a double purpose. One is that museums of science and art have an intrinsic value in themselves for the education of any community. The other is that the association of the free public library with free museums, in the same building and under the same trustees, increases the utility of and interest in both, with the least expenditure. The museums contemplated are of any and every kind attainable—of science, art, or both together. They should be allowed to embrace all objects which it might suit the means, the taste, or the generosity of the citizens of a town to supply. In art, they would by no means be limited to collections of paintings and sculpture, but would embrace every form of production from the hand of man. A mere enumeration of the objects which properly compose such art museums indicates the vastness of the field from which the supply is to be drawn: Pottery and porcelain; carvings in wood, ivory, and shell; inlaid and lacquered work; jewelry, and works in gold, silver, copper, brass, and iron; textile manufactures, laces, embroidery, and carpets; articles of furniture and house decoration; arms and armor; engraved gems, coins, medals, seals; illustrations of architecture, engraving, typography, ancient manuscripts, historic pictures and portraits. Many of the above carry with them the idea of archæology, and the collections would naturally receive whatever would portray ancient Europe, Rome, Greece, Egypt, and Assyria, reaching back to the prehistoric period. The New World would be exhibited by the earliest memorials of human

existence to be found here, coming down to all such as illustrate the civilization and customs of the native races of this hemisphere to the present time. There remains to be enumerated museums of natural science, embracing the animal and vegetable kingdom and inorganic matter."¹

Of the value of such museums there can be little difference of opinion; as means of educating, of awakening interest in science and art in untrained minds, of stimulating and guiding historic and artistic taste, as affording storehouses for the numberless articles which we would fain preserve for the pleasure and instruction of future generations, the museum should be as necessary to the city or town as the free library. Mr. Emerson sounds the true note: "I wish to find in my own town a library and museum which is the property of the town, where I can deposit this precious treasure, where I and my children can see it from time to time, and where it has its proper place among hundreds of such donations from other citizens who have brought thither whatever articles they have judged to be in their nature a public rather than a private property. A collection of this kind, the property of each town, would dignify the town, and we should love and respect our neighbors more; obviously, it would be easy for every town to discharge this truly municipal duty."²

The advantage of uniting the public library, museum, and art gallery under one management are equally apparent, either from the standpoint of utility or of expense. The power of referring directly from the printed description to the work of art is of immense value to the art student and art worker. No book can convey the same impression as the article itself; nor, on the other hand, can the student fully appreciate the work of art till his attention has been drawn directly to its salient features. The student or the miner may pore over Dana's *Mineralogy* for hours without getting that definite idea of the appearance and character of any mineral that he would gain in as many minutes by aid of the museum specimen. With books and specimens the young archæologist or ethnologist realizes rapidly what we know of our predecessors on this continent or of the condition of the yet uncivilized races of the earth. In all branches of art and science the book and specimen are complementary and should be drawn together as closely as possible. American librarians have not strongly disputed these statements, but have rested their opposition to the union with either museums or art galleries on two strong practical objections:

1. That the librarian has quite enough to do to look after his books; and

2. That all available funds are required for buying books and maintaining the library.

¹ Dr. Holmes; *Library Journal*, VI, 81.

² *Society and Solitude*, p. 118.

With the first objection I will deal when considering how libraries and museums should be managed, and for the second see whether any light can be obtained from abroad.

History in the United Kingdom.—In the United Kingdom private and semiprivate libraries have grown up side by side, and it is curious to notice that the museums were the first to be made free. The relics of Britain's varied civilization during successive centuries constituted a treasure of archæological and antiquarian interest which could not well be looked for in newer lands, and which continued to inspire the antiquary to entrancing but unrequited toil, gathering together materials for a museum. When to these were added the gleanings from foreign lands, brought by collector, traveler, or sailor, and later when the natural sciences awakened a love for systematized collections of rocks, plants, animals, birds, and shells, the museum assumed proportions which compelled attention to the necessity for providing proper accommodation and supervision.

To depend upon voluntary subscriptions was to insure a slow and painful extinction. The dusty and moth-eaten collection in a dark room, rarely visited, was proverbial. The museums act of 1845, by which public free museums were authorized to be established in cities and boroughs containing not less than 10,000 inhabitants was the first step toward putting things on a popular basis. By the museum and libraries act of 1850, the act of 1845 was repealed, and town councils were authorized to establish public libraries and museums in towns where a two-thirds vote could be secured. This act restricted the library rate to a half-penny in the pound, and the amount raised was only applicable to maintaining a museum and library when formed, and did not allow any part of the funds to be expended in buying books for the library or specimens for the museum. The public libraries act of 1855 extended these powers and authorized increasing the library rate to one penny in the pound, and also the appropriation of any part of the rate to the purchase of books and specimens. Amendments were made to this act, in 1866, 1868, 1871, 1877, 1884, 1885, which, among other improvements, gave permission to any public library, museum, school of science or art, or art gallery, to add any or all of these to its institution, and extended the provisions of the public libraries act to smaller parishes in combination, any two or more of which having an aggregate population exceeding 5,000 persons, are empowered, after taking the necessary legal steps, to establish a public library or museum, or both. As the most prominent example in the world, the British Museum at once occurs to every mind. But while exhibiting the advantages of combination, its national character places it on an entirely different footing from those under consideration.

In 1888, 41 free public libraries and museums or art galleries, or both, were in operation. There were also 3 libraries and museums supported by subscription, and 8 free museums. Salford (population, 198,140) and

Warrington (population, 45,253) were the first to adopt the act of 1846. The former opened its museum in 1850, when its population was only 87,533, and art gallery in 1854, and between these dates and 1880 over 15,000,000 visitors were admitted, and the annual issue of books in the library had risen to 386,528. The books, pictures, specimens, and buildings were valued at from \$300,000 to \$350,000. The city of Liverpool (population, 517,950) is an excellent and well-known example of the success which has attended the effort to combine the different institutions under a common government for a common good. One of the striking features which catches the eye of the traveler on landing at Liverpool is the handsome group of buildings which crown the rising ground in the center of the city. It is the combined free library, museum, lecture hall, and picture gallery which public enterprise and private beneficence have given to the citizens. First established as a library in 1852, it now contains in the lending library 60,147 volumes, and issued for home reading in 1892 463,256, besides 636,860 used in the reading rooms. It also contains 101,262 volumes in its reference library, from which 201,705 were issued in 1892. In addition to this, 327,448 persons visited the museum, 619,647 the art gallery, and 38,611 attended the lectures. The building for the library and museum was given by Sir William Brown in 1860 and the art gallery in 1871. The rate produced in 1892, £11,300, which, with the small fee charged for entry to the loan exhibition, seems to be the entire revenue of the institution, though the committee state that owing to a falling off in the amount of the rate, "it would have been impossible to maintain the institutions in their present state of efficiency" without an extra grant from the city council. The report of 1891 says "the desire of the committee is to popularize the noble and unique group of institutions under their control and to avail themselves of all the many and varied opportunities they afford for the education and entertainment of the people." In 1892 they report "that free lectures have now for a period of twenty-eight years formed part—and in their results a most important part—of the educational work carried on in connection with these institutions," and furnish a list of thirty-one lectures on science, history, geography, and art, illustrated by experiment or lime light. The museum has been enriched by such magnificent gifts as the Philips collection of minerals, the Austin collection of fossils, the Mariat collection of shells, the Earl of Derby's collection of mammals and birds, comprising 20,000 specimens, the Mayal collection of historical art treasures, and numerous smaller collections of interest and value. The art gallery has also been increased by frequent gifts, so that the permanent collection forms the nucleus of a grand gallery which will continue to attract visitors at times when the loan exhibitions are at an end. The number of visitors and the continuous increase of readers in the library seems to be the fitting answer to the anticipations of the committee "that one of the primary inducements to forming the collections was to instruct not only through

the works themselves, but also through the literature in the library." And we find expressly noted in the report for 1892 the large increase in books on science and art.

The Birmingham library has a somewhat similar record. Established as a library in 1860, it was not till 1864 that the first steps were taken to form an art gallery, and not till 1870 when the formation of an industrial museum was commenced. Soon it was found that the comparatively small rooms were overcrowded, and the committee were compelled to remove both the museum and art collections to Ashton Hall, about $2\frac{1}{2}$ miles from the city. But in 1881 arrangements were completed with the municipal authorities enabling the generosity of private individuals to endow the beautiful building near the library. In 1891 the library contained in the reference department 110,759 volumes, and the number issued was 375,092. The lending library also contained 58,471 volumes, with an issue for home reading of 480,004. The number of visitors to the museum and art galleries in 1888, the last year for which I have statistics, was 1,105,268. The proceeds of the rate in 1891 was £9,874 9s. 10d., and £679 11s. 4d. was realized from catalogs, fines, etc., making a total of £10,554 1s. 2d. This sum was absorbed by the main library and branches; but gifts covered the additional expense of the museum and art gallery. This does not seem a large expenditure for so large and wealthy a city as Birmingham (population, 429,170), and shows what can be done by careful and energetic extension in all directions. Mr. Wallis thus sums up the "relations which exist between this free library, art gallery, and museum: First of all their aims are identical, for they have in view the one end, the culture of the people; secondly, they appeal to the same mental faculties with which all men are endowed in a greater or less degree; and thirdly, to a very great extent one of them, the museum, to carry out its proper functions to a great measure is dependent upon the other, the library. It leans upon it, as it were; it looks to it to minister to the museum visitors that knowledge and information which the most comprehensive catalog and labels in the world would fail to supply. In a case like Birmingham this is particularly the case, for the books on art and art workmanship are, as a rule, beyond the reach of the ordinary workman, and his appetite having been whetted by a slight description of some object or process in the museum, he must of necessity have recourse to the library to acquire further knowledge."

Other instances might be given of the success of the joint institutions in the United Kingdom, and reference made to Booth (population, 27,354), Bradford (population, 216,360), Dundee (population, 155,680), Exeter (population, 47,154), Leicester (population, 47,154), Nottingham (population, 211,984), Sheffield (population, 324,240), Swansea (population, 55,417). But sufficient has been said to show:

1. That the union of the three institutions has been successful in the United Kingdom.

petuate. A useful adjunct to both the library and the gallery which will come in time will be a collection of photographs of the world's great pictures, so that the student may become acquainted with them by sight as well as by name. Such a collection, arranged by schools, or by galleries, and correctly named, could not fail to awaken interest, if not enthusiasm, in those who might view them, and would be worth its cost in the cause of popular or individual art education."

A different method of combining library and museum has been adopted by the Salem public library.¹ "By way of increasing the educational value of the collection in the museum and of giving illustrations to readers of books in the public library, a system of reference cards has been adopted by the officers of the Peabody Academy of Sciences, giving the author's name, title, and call number of such books in the Salem public library as treat of the specimen or group of specimens on which the cards are placed. With our normal and high schools, and the proximity of numerous other schools and academies of higher grade in neighboring towns, it is of the utmost importance that these scientific and educational institutions should work in harmony in order to be of the greatest value to the public."

The Buffalo public library has arranged its beautiful building so as to lodge the natural history museum, the art gallery, and the Historical Society Museum under the same roof.

In 1883 the Province of Ontario passed an act authorizing the establishment, by board specially appointed, of free libraries, museums, and art galleries, but while free libraries have been formed, none have availed themselves of the full power of the act.

Finally, the State of New York has, in amending and consolidating its university law, inserted a clause which should afford a model to every State in the Union:

SEC. 35. All provisions of sections thirty-five to forty-one shall apply equally to libraries, museums, and to combined libraries and museums; and the word "library" shall be construed to include reference and circulating libraries and reading rooms. (*Laws of New York, 1892, ch. 378, approved April 27, 1892.*)

It is evident, therefore, that we are drifting in the direction of combined libraries, museums or art galleries, or both, and that the combination is gradually approving itself for its educational and refining influences. The economy with which they can be carried on under the present organization is patent from the example of similar institutions in the United Kingdom. Our aim should be, not to rush into the formation of large specialized museums or expensive art galleries, but quietly to work them up as necessary parts of the library, and if carried on in this manner the annual expense will form a very small portion of the grant, and will, on the other hand, lead to greater liberality on the part of the authorities.

¹ Library Journal, October, 1890.

Hints for management.—Do not be afraid to start with a small collection. It will soon grow. Get the reporters to write up in the local papers the donations as they arrive, and make it generally known that you want specimens. You will speedily have plenty offered, if you will undertake to supply cases. Some of the best museums in the United States do not buy anything. Reserve always the right to exclude what is useless or at least valueless for your purposes. Set out with a definite idea of what form you intend your museum to take and it will be comparatively easy to mold it. In some localities you can enlist the services of members of the natural history, the historical, or art societies in the work who will relieve the librarian from much difficulty in making a beginning. Place your collections of specimens or pictures in a spare room or rooms well lighted and arranged for extension. Every new library building should be planned to afford ample accommodation of the best kind. Never permit, even temporarily, any cases or pictures to be left in the library proper, as a doorway would be opened at once to talking and disorder which it will be difficult to correct. Above all a special assistant with some knowledge of the natural sciences must be appointed, with complete charge under the general guidance of the librarian, who must be left free to attend to his regular work. It is not a difficult matter to obtain the services of a young lady with college training, with a real love for the work, who could take charge, do the labeling, enter all arrivals in the accession book, and be able to give as much information to visitors as is requisite in most small museums. As it need not be open more than six or eight hours a day, not more than one is required.

The connection with the books must be closely maintained, not only by giving references to special books, but by exhibiting side by side the special illustrations referring to them, or by erecting in close proximity small shelves on which can be placed the most convenient manuals. As for example, Le Conte's Geology, Nicholson's Palæontology, Dana's Mineralogy, Gray's Botany, Packard's Entomology, Nuttall's Ornithology, Abbott's Primitive Industry. The label on each specimen should be very clear and distinct, giving the scientific and common name, the locality whence it came, and the name and address of the donor. As each library should be the repository of the local printed matter, so each museum should aim first at having a thorough representation of the natural physical characteristics and fauna and flora of the surrounding district, so that the stranger will be able, almost at a glance, to see the leading features of the country, and the young thus accustomed to observe their own, will be better able to examine intelligently collections of other and larger cities and more comprehensive institutions. Much may be done by a large relief model of the surrounding country or by geological sections painted on the wall. In manufacturing cities, specimens of raw materials under all stages of manufacture are of great interest, and, when supplemented by like

specimens from abroad, form a technological museum of a highly valuable character.

If free lectures can be arranged, having for their subject the contents of any of the cases or of books bearing on them, a wider interest is roused in both library and museum. Let your lecturers be men, however humble, who understand their special work, not mere general talkers. If, in addition, occasional open nights can be arranged, when some special attraction is announced, many will be induced to enter and remain in the building who in ordinary course would misspend their time elsewhere. Collections of art workmanship and pictures are very attractive, and loan exhibitions can almost always be provided at least once a year. Valuable paintings are becoming more numerous in the homes of our wealthy citizens, and, except in rare cases, can be readily borrowed for public exhibition. Temporary exchanges with other libraries and art galleries of special pictures could be effected, and a brief newspaper notice that a new object of art or picture could be seen at the public library would stimulate regularly the public attention. Following the example of other institutions, a small charge might be made to defray extra expenses. As pointed out by Professor Frieze, casts of almost all the famous statues can be obtained at small cost, and would familiarize the mind of youth with the glories of ancient art.

Finally, the librarian must never forget that the museum is neither a storehouse nor a bazaar, but an additional means of extending and popularizing knowledge; therefore his collections are worthless unless systematically arranged and his pictures properly described, and that at all times the rooms must be kept bright, attractive, and comfortable. The curators of the United States National Museum, Washington, and of the Cincinnati Art Museum have devised model cases, about which they readily give all information.

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CLASSIFICATION.

By HORACE KEPHART, Librarian, St. Louis Mercantile Library.

This paper is limited to arrangement of books on the shelves.

There is an essential difference between catalog and shelf arrangement, inasmuch as a title may be duplicated in a catalog, whereas the book itself can stand in but one place at a time. A subtler judgment must therefore be exercised in shelving books than in making a subject catalog, and expediency must sometimes rule, instead of strict logical principles; hence it is not surprising that the matter of classification on the shelves has not passed beyond the stage of controversy.

I originally intended to discuss some underlying principles of classification, hoping that we might discover room for further cooperation without pushing uniformity too far. It seemed to me that if it were shown that the admitted faults of our more popular systems were not necessary evils, we would have advanced somewhat toward a solution of the problem. Indeed, I even went so far as to write a critical examination of the field. But the essay grew forbidding by mere bulk, and an attempt to condense only resulted in obscurity. Consequently, the present chapter is limited to methods now pursued in our larger libraries, and to the views of their librarians on a few fundamental problems which beset the classifier.

Such a conspectus should have more than statistical value, since the literature of classification which has appeared in this country within the past twenty years, though extensive, is the work of but a few men, and does not show the conclusions of American librarians as a class.

I regret that space forbids my including a similar showing of the various methods employed by our foreign colleagues. Such an addition might go towards correcting the tendency to a fatuous provincialism which is not unknown among us. In default of anything better, I append a reference list, which includes foreign as well as native works relating to classification.

Early in 1893 I sent the following circular of inquiry to the head of every library in the United States which, so far as I could learn, contained 25,000 volumes and upwards. Undoubtedly many smaller institutions might have been heard from with profit, but this line was

chosen as roughly indicating the point beyond which the merits and demerits of classification systems are likely to be felt:

CIRCULAR.

- 1 How many volumes are there in your library?
- 2 Do you use the Cutter, Dewey, Edmands, Fletcher, Harvard,¹ Larned,¹ Perkins, Schwartz, or Smith classification?¹
- 3 If so, do you modify it, and how? What changes in it would you suggest if it were to be made over again?
- 4 If you use neither of the above, please give an outline of the main divisions of your shelf-classification, with class marks, and examples of your usage in numbering books. If a synopsis has been printed, a copy of it will suffice.
- 5 How long has the present system been used in your library?
- 6 If you were to classify your books anew, what method would you adopt?
- 7 Do you favor "close" classification (closer, for example, than the first three figures of the Dewey, or first two letters of the Cutter system)?
- 8 Do you think that the mnemonic element in such notations as the Cutter, Dewey, Schwartz, is worth what it costs?
- 9 Do you find by actual test that close-classification wastes space?

One hundred and eighty-three circulars were sent out, to which 130 replies were received. Three libraries reporting had less than 25,000 volumes, thus leaving 127 available returns. To print these reports in full would take too much space, but the gist of them is given in the annexed table and abstracts.

For the benefit of beginners it may be well to define a few of the technical terms here used.

When we sort out a lot of things (minerals, plants, books—no matter what) so that similars are grouped together, and then arrange these groups into a system, that is a *classification*. When we assign a distinguishing mark to each number of such a system, that is a *notation*. Classification is a method of work; notation is a mere label to help us in handling the material. It is a mischievous error to confound the two.

In many libraries the notation has little or no reference to the scheme of classification, the books being numbered according to the shelves which they occupy. This, in library parlance, is called *fixed location*. In others, numbers refer to divisions in the classification, and this is known as *movable* or *relative location*. The difference between these methods is clearly shown by Mr. Cutter, as follows:

The former [fixed] may be compared to the line in the directory which states that a man lives at 129 Grace street; the latter [movable] to the Army Register, which says that he is captain of Company C, Fifth Regiment, M. V. The street is immovable but the regiment may be marched from one part of the country to another, yet the man is easily found by his position in it. Similarly books may be found by their position in a certain class, though the class itself be moved from one alcove to another. If the man moves to a new street a new directory is needed; but the Army Register does not have to be altered just because the regiment has been quartered in a different town. *L. j. 4: 236 [1879]*.

¹ Mr. Larned writes me that "The Larned classification was never completed, and was never intended to be anything more than a suggestion." The Harvard system has not been printed in full. See Reference List at end of this article.

The terms *close classification* and *broad* or *loose classification* can not be defined with any exactness. In general, advocates of broad classification would have, at most, only a few hundred subject divisions for a miscellaneous library, while the close classifiers often use several thousand. In Schleiermacher's *Bibliographisches system* (1852) there are 13,016 headings, and the later classifications of Dewey, Hartwig, and Cutter are likewise very minutely subdivided. The extremes may be illustrated, on the one hand, by the story of the theological library (probably mythical) in which the books were disposed on two sides of the room, according as they were "sound" or "unsound;" and on the other hand, by the rubric 267.34145 in the Dewey classification, which, being interpreted, seems to mean, "In Young Men's Christian Associations, have the general secretary and his assistants, as salaried officers, a right to keep company with ladies."

Synopsis of returns from 127 libraries of 25,000 volumes and upward, 1893.

Num- ber of vol- umes.	Name and place.	System of classification used.	How long used.	System preferred.	Favor close classifi- cation?	Favor mnemonic notations?	Does close classi- fication waste space?
665, 000	Library of Congress, Washington, D. C.	Movable; broad	Yrs. 32	Same, expanded	Not ordinarily desir- able.	No.	Yes.
576, 237	Boston public, Boston, Mass.	Shurtleff's decimal; fixed; broad.	35	Has not been consid- ered.	No experience.	No experience.	No experience.
407, 989	Harvard University, Cambridge, Mass.	Harvard; fixed; close	16	Should keep master of any system.	Yes; depends upon the subject.	If not slavishly followed.	Not enough to la- ment it.
280, 000	University of Chicago, Chicago, Ill.	Dewey, slightly modified. Cutter author numbers. Fixed; broad.	2	Same	Yes; use 6 figures.	Yes; decidedly	No.
245, 389	Astor, New York, N. Y.	Fixed; broad.	39	Same, modified as needed.	No.	No.	Yes.
241, 017	New York mercantile, New York, N. Y.	Movable; alphabetical; no subject classification.	73	Has worked well; too expensive to change.	No.	No.	Not yet tried.
215, 500	Yale University, New Haven, Conn.	Movable; close	(5)	Developing one, probably fixed, based upon that of Halle.	Yes. As close as convenient.	No.	No.
200, 000	Sutro, San Francisco, Cal.	Developing one, probably fixed, based upon that of Halle.	(9)			No.	
188, 478	Chicago public, Chicago, Ill.	Fixed; movable; broad	19	Probably Dewey	No.	No.	No.
177, 777	Cincinnati public, Cincinnati, Ohio.	Fixed; see report.	20	Not prepared to an- swer.	No.	No experience.	No experience.
171, 009	Library Company of Philadelphia, Philadelphia, Pa.	Smith.	15				
170, 000	Boston Athenæum, Boston, Mass.	Cutter's Athenæum	13	Same	Yes.	Yes.	No.
169, 715	New York State, Albany, N. Y.	Dewey, not modified.	4	Same; subdivided	Moderately close.	No.	Requires more space.
169, 000	Philadelphia mercantile, Philadelphia, Pa.	Edmunds	12	By departments of in- struction.	Yes; depends	No.	No.
160, 000	Columbia College, New York City.	Dewey, partially	10	Probably same.	Not very close.	No.	Not tested
133, 000	Cornell University, Ithaca, N. Y.	Similar to that of the Brit- ish Museum.	4				
126, 343	Enoch Pratt, Baltimore, Md.	Movable; broad; based upon Poole's Chicago public.	7	More expensible sys- tem.	No.	No.	No.
118, 000	Brooklyn, Brooklyn, N. Y.	Mixed	24	Same	No (?)	Not tested	No.
118, 000	Detroit public, Detroit, Mich.	Dewey, slightly modified	37	do	Yes.	Yes.	Not the slightest.
116, 000	Peabody Institute, Baltimore, Md.	Fixed; broad	2	do	No straight-jacket.	No.	
115, 000	Newberry, Chicago, Ill.	Poole; movable; expands and subdivides as needed.	5	do	A useless fad.	No.	
110, 000	University of Pennsylvania, Philadel- phia, Pa.	Dewey, much modified.	6	Same, with still larger modifications.	In some classes	Yes.	No inconvenience.
108, 000	United States Surgeon-General's, Washington, D. C.	Movable; broad	15	80 classes, subar- ranged by authors.	No.	No.	Not tried.
98, 000	Pennsylvania State, Harrisburg, Pa.			A modified Dewey system.			
95, 000	General Society of Mechanics and Tradesmen, New York, N. Y.	Schwartz	21	See report	No.	Schwartz's costs nothing.	Wastes time.

Synopsis of returns from 127 libraries of 25,000 volumes and upward, 1893—Continued.

Number of volumes.	Name and place.	System of classification used.	How long used.	System preferred.	Favor close classification?	Favor mnemonic notations?	Does close classification waste space?
60,000	New Bedford public, New Bedford, Mass.	Dewey; Cutter author table in fiction.	Yrs. (1)	.....	Yes.	Can do no harm.	.....
55,000	Hartford Theological Seminary, Hartford, Conn.	Movable; close; Cutter author-table and local list.	1	Same, slightly modified.	Depends.	No.	Not tested.
55,000	Indianapolis public, Indianapolis, Ind.	Movable; close (1).	20	Undecided.	.....	.....	No.
54,897 ²	Princeton Theological Seminary, Princeton, N. J.	.....do	16	Satisfied.	Yes.	.....	No.
54,000 ⁴	University of Virginia, University Post-Office, Va.	Fixed; broad.	68	Same.	No experience.	No.	No experience.
52,000	Haverhill public, Haverhill, Mass.	Shurtlett's decimal (1).	19	Cutter (1).	.....	.....	No experience.
52,000	Minnesota Historical Society, St. Paul, Minn.	Fixed (1); broad.	20	Cutter.	No experience.	No.	No.
52,000	University of California, Berkeley, Cal.	Movable; close.	(4)	Probably Cutter, with another notation.	Yes.	No.	No waste.
50,800	Bowdoin College, Brunswick, Me.	Dewey, somewhat modified.	6	Edmunds.	Yes.	No.	No.
50,000	American Philosophical Society, Philadelphia, Pa.	Movable; close.	30	.....	No.	No.	.....
50,000	Lowell city, Lowell, Mass.	Dewey, slightly modified.	10	Same.	Depends.	No.	Yes.
50,000	Trinity College, Hartford, Conn.	.....do	(4)	Same, more modified.	No.	No experience.	Yes.
+49,000	Andover Theological Seminary, Andover, Mass.	Fixed (1); broad.	26	Same.	.....	.....	.....
48,000	New York State law, Albany, N. Y.	Broad; no book numbers.	76	Same.	Not very close.	No.	Not thoroughly tested.
47,000	Lynn public, Lynn, Mass.	Movable; close (1).	15	Same, or Cutter (1).	In a few cases.	Yes.	.....
45,250	University of Vermont, Burlington, Vt.	Dewey, somewhat modified.	6	Probably same.	.....	.....	.....
45,000	Illinois State, Springfield, Ill.	Broad.	5	Probably Cutter.	No.	No.	No (1).
45,000	Omaha public, Omaha, Neb.	Same as Indianapolis public.	20	Satisfied.	Yes.	No experience.	No.
45,000	Peoria public, Peoria, Ill.	W. T. Harris, elaborated.	10	Dewey.	.....	.....	No.
44,523	Iowa State, Des Moines, Iowa.	Perkins.	10	Same.	Yes.	No.	Yes, but worth it.
43,300	Wellesley College, Wellesley, Mass.	Dewey.	15	.....do	Yes.	To a limited extent only.	Yes, when very close.
43,000	Sage Library, Theological Seminary, New Brunswick, N. J.	"Illogical;" movable; close.	2	A modification of Dewey.	Yes.	No.	Not necessarily.
42,000	Maine State, Augusta, Me.	Dewey, modified.	4	A relative one.	Yes; depends.	Yes.	Not tested.
42,000 ⁶	Syracuse University, Syracuse, N. Y.	Fixed; broad.	10	Same, or Brooklyn.	.....	.....	.....
41,000	New York Y. M. C. A., New York, N. Y.	Dewey; Cutter author, and size notation.	23	.....	.....	.....	.....
40,973 ⁷	New York Bar Association, New York, N. Y.	Movable; broad.	79	Same.	.....	.....	.....
40,000	Philadelphia Athenaeum, Philadelphia, Pa.	Fixed; broad.	5	.....do	Only in large libraries.	Yes.	Not tested.
40,000	Pratt Institute, Brooklyn, N. Y.	Dewey.	.....	.....	.....	.....	.....

Synopsis of returns from 127 libraries of 25,000 volumes and upward, 1893—Continued.

Num- ber of vol- umes.	Name and place.	System of classification used.	How long used.	System preferred.	Favor close classifi- cation?	Favor mnemonic notations?	Does close classi- fication waste space?
30,000	University of the South, Sewanee, Tenn.	Dewey, slightly modified;	Yrs. 2	Same	No	By all means	No.
29,339	Los Angeles public, Los Angeles, Cal.	Cutter, author numbers.	4	do	Yes, very close	Yes	Not at all.
29,341	Newburyport public, Newburyport, Mass.	Dewey, somewhat modified.	38	Perhaps Dewey, modified.	No		
29,000	Haverford College, Haverford, Pa.	Fixed; broad	30	Probably Park in s, modified.	No	By no means	No experience.
29,000	University of Wisconsin, Madison, Wis.	do		Dewey or Cutter, modified.			
28,811 ²	Massachusetts Institute of Technology, Boston, Mass.	Movable; broad; no notation.	7	Same	Yes; closest possible	Yes	Inconsiderable.
28,000	Colby University, Waterville, Me.	Dewey, modified.	3	Probably Dewey	Yes	No	No.
+27,500	University of Rochester, Rochester, N. Y.	Dewey, partially; no author arrangement.	(¹)	Some other one (?)	Depends	No opinion	Yes.
27,237	College of the City of New York, New York, N. Y.	Dewey	19	Undecided			To a very limited extent.
27,047 ⁴	Kansas State Historical Society, Topeka, Kans.	See report	8	Satisfied	No		No experience.
27,088 ³	Northwestern University, Evanston, Ill.	Dewey					
27,000	Salem public, Salem, Mass.	Library in a transition state; no policy decided upon.	4	Cutter's sixth	Seldom	No	No.
26,878 ⁶	Rochester Theological Seminary, Rochester, N. Y.	Dewey	15	Same		No	
26,000	Northampton public, Northampton, Mass.	Fixed; broad	20	Undecided			
25,000	Fletcher free, Burlington, Vt.	Broad	20		Not for small library		
25,000	North Carolina State, Raleigh, N. C.	do					
Over ⁷ 25,000	South Carolina State, Columbia, S. C.	Neither of the printed schemes.					
		By States; then chronologically.					

¹ Not including pamphlets.
² And 14,000 pamphlets.³ Applying it.⁴ And 43,271 pamphlets.⁵ And 18,000 pamphlets.⁶ Theological only.⁷ Public documents only.

No replies were received from the following libraries:

Bancroft Pacific.	Massachusetts State.	St. Paul Public.
Baptist Union Theological Seminary.	Michigan State.	San Francisco Mechanics' Institute.
Boston Society of Natural History.	Mississippi State.	San Francisco Odd Fellows'.
Brookline Public.	New Jersey State.	Silas Bronson (Waterbury).
Connecticut Historical Society.	New York Academy of Medicine.	South Carolina College.
Congregational (Boston).	New York Historical Society.	Springfield City.
Cooper Union.	New York Law Institute.	Tennessee State.
Fall River Public.	New York Society.	Tulane University.
Georgia State.	Pennsylvania Historical Society.	United States House of Representatives.
German Society of Pennsylvania (Philadelphia).	People's (Newport).	United States Patent Office.
Grosvenor (Buffalo).	Philadelphia College of Physicians.	United States State Department.
Hobart College.	Philadelphia Mutual Library Company.	University of Notre Dame.
Johns Hopkins University.	Polytechnic Society of Kentucky.	Virginia State.
Kentucky State.	Providence Athenæum.	Wabash College.
Lenox.	Rutgers College.	Watkinson Reference (Hartford).
Long Island Historical Society.	St. Mary's Theological Seminary.	Western Theological Seminary.
Louisiana State.		Williams College.
Maimonides (New York).		
Maryland State.		

ABSTRACTS OF REPORTS.

Library of Congress.—Adjustable or eclectic system; *e. g.*: Political economy is numbered 25, Government is 25.7, and the label of a book on government might read $\frac{25.7}{5082}$, the denominator being the shelf mark. Under each subject books are arranged alphabetically by authors' names, as far as possible, individual biography in six great classes, alphabeted by subjects; collective biography, fiction, poetry, polygraphy, etc., by authors. Would prefer a more thorough subdivision of the great classes of subjects, and an extension of alphabetic arrangement by authors. (Ainsworth R. Spofford, *Lib'n.*)

Boston Public.—Books arranged on two sides and ends of a large hall, three floors. Space on each side of hall divided into 10 alcoves of 10 ranges each. Movable shelves, numbered from bottom, 0, 1, 2, 3, etc., up to 9 (or 9 *a* if room for supplementary shelf). Alcoves numbered 21, 22, etc., along one side of room and then back along the other to 40; then 41 is the alcove above 21 and so round on the second floor, while the third floor begins with 61 above 41, and so on. Hence, regular sequence of alcoves, both perpendicularly and horizontally. To designate the shelf four figures are used, thus: in 2675 the figures 26 stand for alcove, 7 for range, and 5 for shelf. To this shelf number is affixed the number of the book (work, not volume) on the shelf, 3852.17 being the seventeenth book on second shelf of fifth range of alcove 38. A volume in a set is indicated by adding its number (date, if a serial) to book number, thus 7537.10.2 or *3115.1 (1877). Books marked * can

only be taken out of building by permission of officer in charge; ** can not circulate; *** permission of trustees required. System devised by the late Nathaniel B. Shurtleff [see Reference list at end of this chapter], and details carried out by the late Prof. C : C. Jewett. One or more alcoves are assigned to each of eighteen grand divisions of subjects, and in each alcove ranges are assigned to certain subdivisions. Public denied access to shelves. Dictionary catalog has no relation to shelf classification. The idea of reclassifying has never been entertained for a moment, so no examination of other systems has ever been made. (Theodore F. Dwight, *Lib'n.*)

Harvard University.—About one-third of the books are classified, filling the present stack; when new stack is finished the rest will be classified. Many subjects are taken out of the general classification, when well rounded as collections, and form independent groups, *e. g.*, classics, angling literature, Dante, etc. (Justin Winsor, *Lib'n.*)

University of Chicago.—Began to apply Dewey system two years ago. Delighted with it. Modifies biography only. (Zella Allen Dixon, *Ass't Lib'n.*)

Astor.—In 1854 Dr. Cogswell adopted Brunet's system with five main divisions; subsequently the main divisions were reduced to four: Literature and art (six subdivisions), history (six subdivisions), science (seven subdivisions), philosophy (seven subdivisions). Subdivisions can not be absolute, but depend much on practical convenience and free growth of different branches of learning. (Frederick Saunders, *Lib'n.*)

New York Mercantile.—"Standard literature" is arranged on the shelves alphabetically by authors' names. Different works by same author are alphabetized under his name by titles. Fiction is separated from standard books and alphabetized by titles regardless of author. No shelf marks nor class numbers. Only number used is accession number, stamped on title-page. Thus far the system has worked very well. Has its drawbacks, as all others have, but knowing the vast labor and expense of reclassifying, little thought has been given to new methods. It costs less than some others, and books can be distributed more quickly by it. (W. T. Peoples, *Lib'n.*)

Yale University.—Applying a new classification. Main classes marked by letters, and smaller divisions by figures; *e. g.*, history (other than American) is B, Italian history is Bm, periods and local divisions of Italian history are Bm 1 to Bm 99. Sometimes a third letter is added for rough alphabetizing, thus: Bc, American genealogy (collective); Bcb, American families beginning with B. (Genealogy is treated as one of the prolegomena in B, and as American genealogy can not well be separated from English, it comes in B instead of with American history in C.) Has found Hartwig's Halle *Schema* most helpful, but departs widely from it. Cutter notation too complicated. (Addison Van Name, *Lib'n.*)

Sutro.—Books unclassified. Will probably be shelved on fixed location principle, under a classification based on the Halle *Schema*, with

some modifications from the Perkins classification. Eleven main classes. Details of class marks, book numbers, etc., not yet fixed. Every growing library needs abundance of empty shelving. (Geo. Moss, *Act'g Lib'n.*)

Chicago Public.—System devised by Dr. Wm. F. Poole. [See References.] Nineteen main classes; example of book-label $\frac{B}{1} \frac{2623}{1}, \frac{G}{1} \frac{163f}{1}$. (Fred. H. Hild, *Lib'n.*)

Cincinnati Public.—[Scheme printed in 1879. See References.] Library crowded, and embarrassed by fixed location on shelves. If any change were made, would probably use Dewey. (A. W. Whelpley, *Lib'n.*)

Library Co. of Philadelphia.—If any changes were made, would be mere matters of detail, not of principle involved in the Smith system. (Geo. Maurice Abbot, *Asst. Lib'n.*)

Boston Athenæum.—Law and medicine still unclassified. Close classification favored, at least for books much used at shelves. Mnemonic notation "does not cost much in our case, and is rather convenient." (Wm. C. Lane, *Lib'n.*)

New York State.—Would modify Dewey system by transposing classes 4 and 9, so as to bring sociology and history, philology and literature, together. "We should also make some minor changes if it were possible to start anew; but it is clearly vastly better to use as now than to sacrifice the great gain that comes from using a system in common with several hundred libraries." (Melvil Dewey, *Director.*)

Philadelphia Mercantile.—Would make no change in the Edmands, if it were to be made over again, except to subdivide further. Decimal system is artificial and unnatural. Dewey and Cutter notations are wasteful and too complicated. (John Edmands, *Lib'n.*)

Columbia College.—Modified Dewey classification used in larger part of library, but some sections have classifications better suited to their character. Biography in one alphabet, literatures of individual peoples sometimes in one alphabet, sometimes in 3 or 4 period subdivisions. Many classes in later editions of Dewey are not used. If starting in to apply it, or make it over again, would use a much more limited number of classes. If classifying this library anew would group as far as possible by departments of instruction. Would discard any classification based on ideal or subjective grouping of all human knowledge, but would arrange books as the various departments of the university found it desirable to use them. Favor close classification as far as clearly defined, unmistakable, and generally recognized classes of books can be created. Do not think any library justified in any great extra expense in classification. Any attempt in a large library to make classification a substitute for the catalog as an index to the contents of the library must be unsuccessful. On the other hand, books which are like each other and unlike other books may as well be kept together. Mnemonic notation in a large library is of very little importance; is of no account to the reader. In reality

the Dewey notation has no mnemonic elements. Uniformity of country subdivisions and notation is useful. In a library that is not growing, close classification requires somewhat more space than broad. In a library rapidly growing, space should be left as generally dispersed as possible. No material waste is caused by closed classification. (Geo. H. Baker, *Lib'n.*)

Cornell University.—System similar to that of the British Museum [see Reference list]. Numbers 1-10,000 taken, each number representing a press, or, if need be, a vertical section including two or more presses. Each shelf denoted by a letter. Numbers (presses) assigned as follows: 1-100, reading room; 101-1000, philology, oriental and classical literature; 1001-3000, modern literature; 3001-6000, history; 6001-7000, social and political science; 7001-7400, philosophy; 7401-7700, religion; 7701-8000 fine arts and architecture; 8001-8325, industrial arts and engineering; 8326-9050, general and physical science, and geology; 9051-10000, natural history, agriculture, and medicine. [The law library is in another building, and has a classification of its own.] In practice large gaps are left in numbering, e. g., press 3476 is now followed by press 3491. So, on the shelves, 100 numbers are assigned to each shelf, and similar gaps are left in the shelf numbers. The form of the book number is 2967 D 19. At present Power's *Handy Book About Books*, 2978 A 20, is followed on the shelf by Rouveyre's *Connaissances Nécessaires*, etc., 2978 A 31-32. In the case of serials a number is given to a group, and each serial receives a letter, e. g., *Library Journal*, 2975 A. "The present method seems to work fairly well, and I know of no perfect system as yet evolved." Do not favor very close classification, but would be governed by circumstances in each case. (Geo. Wm. Harris, *Lib'n.*)

Enoch Pratt.—System based on Poole's Chicago public library, divided into 26 grand classes designated by letters. In each class the numbers from 1 to 10000 are assigned to subdivisions according to which the books are shelf-listed. The first 10,000 being filled, the numbers from 1000 to 20000 are in like manner subdivided, etc.; e. g., works in modern languages being E, German books are to E 1 to 5000 and E 15,000 to 30000; French books, E 5000 to 15000; Spanish books, E 30000 to 40000; Portuguese book, E 40000 to 41000; Italian books, E 50000 to 60000. Not an ideal system, but too much trouble to change. Prefer a more expansible one. (Bernard C. Steiner, *Lib'n.*)

Brooklyn.—Library divided into 44 main classes, numbered 1 to 83, some classes having two or three numbers, according to extent, as theology, 35-37. The 44 classes include about 400 subclasses. In other classes than fiction the shelf mark is made up of class number + shelf + range + book. Thus, 411.01 means 4 class No. (history), 1 first shelf, of range 1, 01 being first book on the shelf. The books on a given shelf are numbered from 01 to 99, leaving blank numbers for interpolations. In fiction each author has a number, with 5 or 10 spaces of five lines

each left between each author for new entries, giving room enough for all additions for next 20 or 30 years, and keeping the arrangement alphabetic. Local significance of shelf number is a great help in finding a book. Generally close classification is desirable, but not as a substitute for subject catalog. (W. A. Bardwell, *Lib'n.*)

Detroit Public.—Dewey modified in detail, but not in principle. Would not recommend these changes to others, nor any radical departure from Dewey system. Mnemonic feature of notation affords aid and symmetry; has yet to learn that it sacrifices anything that would be more helpful to the practical classifier under the system. (H. M. Utley, *Lib'n.*)

Peabody Institute, Baltimore.—System devised by Rev. John G. Morris and P. R. Uhler in 1861. Seven main classes subdivided as required. Not arranged by decimal system "or any other iron-clad method." Each volume marked for floor, alcove, case, and shelf, thus: 1345, meaning floor 1, alcove 3, case 4, shelf 5, of west side of hall. Books shelved on east side of room have similar marks, but with a *minus* sign prefixed. Cases in alcoves are numbered 1, 2, 3, etc., up to 0. Each subject extends from below upwards through the different floors or tiers. No change is contemplated or desired, other than minor ones to suit new conditions. (Philip R. Uhler, *Lib'n.*)

Newberry.—Poole method [see References]. Expands, subdivides, and makes new classes, as the library increases, but does not modify the system in any other respect. "It has always seemed to me that there was a natural way of classifying a library which is self-evident to a practical man who will do his own thinking. It is so simple that it hardly needs an explanation. New attendants, readers, and the public at large take in its meaning at once. I regard the time and ingenuity spent in devising artificial systems of classification and mnemonic notations as wasted energy, and I have long since ceased to give them any attention. I have never read 'the first three figures of the Dewey,' and do not care to; and do not know what 'the first two letters of the Cutter' are. I do not think the mnemonic element of any value, and will have none of it in mine. What I understand as 'close-classification' I regard as a useless *fad*, or something worse." (Wm. F. Poole, *Lib'n.*)

University of Pennsylvania.—Dewey, modified considerably. Religion and philosophy almost entirely changed. Discard the form of divisions in the various literatures, except American and English, and reject the period divisions in all. Also many minor changes in subdivisions in all classes. If beginning anew, would use the same, with still larger modifications of Dewey. (Gregory B. Keen, *Lib'n.*)

U. S. Surgeon General's Office.—Books alphabetized by authors, as far as possible, under each of a number of grand divisions, *e. g.*, anatomy, physiology, medicine, surgery, gynæcology and obstetrics, jurisprudence, ophthalmology, hygiene, etc. Journals and transactions alpha-

beted by countries. Pamphlets alphabetic in numbered boxes. Books numbered in one series. No access to shelves. *Index catalogue* takes place of classification thus far. If classifying anew would divide library into about 80 classes and arrange books alphabetically in each class. (John S. Billings, *Lib'n.*)

Pennsylvania State.—Would use a modified Dewey plan. Not wedded to any particular system. (Wm. H. Egle, *Lib'n.*)

General Society of Mechanics and Tradesmen "Apprentices").—If changing the present [Schwartz] system would arrange books according to following scheme of classes:

- 0 Fiction.
- 1 Biography.
- 2 History and geography.
- 3 Political and social science.
- 4 Philosophy and theology.
- 5 Natural science.
- 6 Useful and fine arts.
- 7 Language and literature.
- 8 Foreign literature (in other languages than English).
- 9 Polygraphy.

By beginning with fiction (class 0) one number is saved, as the 0 is not written but understood. Two hundred and fifty thousand separate works can be numbered by using only five symbols. Would divide these departments into 1,000 sections, and these would be so arranged that they would form an endless chain. It would then be immaterial where the classification began. Polygraphy would have as its last division juvenile literature, ending with juvenile fiction, thus connecting with class 0, fiction.

If making a new classification, would arrange under 1,000 sections in which the *subject* classes (Nos. 2, 3, 4, 5, 6, of above scheme) would have one section each, but the *form* classes (Nos. 0, 1, 7, 8, 9) would have not less than 10 nor more than 100 sections each (thus poetry would have 10 sections, biography and fiction 100 each, drama 10, essays 10). "The error that all the current schemes make is to multiply numbers in the most popular classes." Instead of an author-table to number individual books in the subject classes, would simply use the initial of the author, followed by 1, 2, 3, etc. But in the form classes the A, B, etc., would not stand for initial of author, but for a subdivision of one of the sections. Thus, if poetry has sections 570 to 579, then 571 might stand for authors whose initials are A and B, 578 for S and T, and 578 B for Shakspeare, 578 Y for Thomson, and so on. Close classification wastes numbers, and therefore wastes time of readers and librarians. (Jacob Schwartz, *Lib'n.*)

Georgetown University.—Modifies Dewey by dividing theology into dogma and moral. Where the Dewey decimal does not suffice, uses letters; *e. g.*, Algonquin lang. is marked 497.1, and the 107 dialects are marked 497.1 A, etc. "Dewey's system has proved to be so satisfactory that it has not occurred to us that any change in our present order is desirable." (J. F. X. Mulvaney, S. J., *Lib'n.*)

Lehigh University.—Dewey, modified by alphabetizing all individual biography in one series; no period divisions in literature; in United States local history and geography sectional subdivision stops with the States, all cities, towns, counties, etc., being alphabetized under State. (Wm. H. Chandler, *Director.*)

Worcester Free Public.—Dewey in reference library (48,600 volumes), no classification in circulating library (42,400 volumes). More books with four and five figures than with three. Do not care for closer classification than this. (Samuel S. Green, *Lib'n.*)

American Antiquarian Society.—Library classified by subjects in alcoves. Books alphabetized on shelves by subjects, by authors, or chronologically. (Edmund M. Barton, *Lib'n.*)

California State.—Recently reclassified on a scheme drawn up after careful examination of Dewey, Perkins, Fletcher, and personal inspection of several Eastern libraries. Works in general library grouped in 11 classes, subdivided to a degree determined by number of books in respective subdivisions. (W. D. Perkins, *Lib'n.*)

College of New Jersey.—Reclassifying the whole library, using, as far as possible, the main divisions of the old system and same sequence, but with a movable location. Will probably use a 4-figure class number, followed by a 2, 3, or 4 figure author number, with a third number for the book, thus: 3175.31.3. In this example the author number, 31, represents anything from Charles de Blois to Civerchio in a system which divides the biographic dictionary [Phillips'?] into about 9,000 parts and uses 2, 3, or 4 figures for author number according to size of class. English fiction, poetry, and some other classes have special letter marks, letters and numbers 1-99 being reserved for special libraries or things taken out of logical order. Believe in close classification, but think the later editions of Dewey carry it altogether too far for practical use, though some of the sections should be expanded. (Ernest C. Richardson, *Lib'n.*)

St. Louis Public.—W: T. Harris system, "on which the Dewey system is based," expanded [see References]. If classifying anew, would revise present system, working in some of the subdivisions of the Dewey. In general, should use mnemonics only so far as can be employed without straining and excessive artificiality. (Frederick M. Crunden, *Lib'n.*)

St. Louis Mercantile.—Applying Cutter's sixth, with additions from seventh as fast as it appears. Disregard Cutter notation in literature. Subdivide (and mark) English literature as follows:

- 1 Collected works.
- 2 Poetry.
- 3 Drama.
- 4 Oratory.
- 5 Essays.
- 6 Wit and humor.
- 7 Fiction.
- 8 Juveniles [not used].
- 9 Folk literature.

The principal modern literatures are marked with 2 figures, by adding one or other of the above figures to 1 for Italian, 2 for Spanish, 3 for Portuguese, 4 for French, 5 for Russian, 6 for Swedish, 7 for Dano-Norwegian, 8 for German, 9 for Dutch. Thus the mark for Italian poetry is 12, for German fiction it is 87, and so on. This is not confusing, as figures *alone* are not used in the Cutter notation, and it shortens marks for most-used books very materially. Letters (correspondence) go with biography, and so do criticisms of an author's works. Uses a classification of its own for law. United States Government documents are marked with 3 figures and 2 letters, thus: 422 H E = Forty-second Congress, second session, House Executive. If classifying anew, would use same scheme, still more modified as to notation; or an entirely new one if could spare the time to make it. Mnemonics responsible for most of the faults in Dewey, Cutter, and similar schemes. (Horace Kephart, *Lib'n.*)

University of Michigan.—Fixed location. "In our classification we bring together as closely as possible, on the shelves, matter on the same subject. * * * I consult Dewey's, Edmands's, and Perkins's systems more frequently than others." No separate class of biography; lives of men distributed according to subject with which they were identified. If classifying anew would use a movable system. (Raymond C. Davis, *Lib'n.*)

Wisconsin State Historical Society.—Books have no shelf numbers, and consequently no definite classification. "We hope in the near future to be able to adopt and make use of the best system extant." (Isaac S. Bradley, *Lib'n.*)

Brown University.—Introducing Cutter. Modify wherever required by needs of a university library. Biographies placed with the subject they illustrate. Rhetoric with composition. (Harry L. Koopman, *Lib'n.*)

San Francisco Public.—See table. (John Vance Cheney, *Lib'n.*)

Dartmouth College.—Fixed location, using + to mark north side of room, and — for south side. If changing, would have a limited number of departments marked A, B, etc., subdivided by adding 1, 2, 3, etc., and an author mark similar to Cutter's. (M. D. Bisbee, *Lib'n.*)

Cleveland Public.—Dewey, modified by arranging biography (individual), poetry, essays, novels, and stories for the young alphabetically, and by redistributing numbers in some classes. If beginning anew, would retain the alphabetic arrangement, but would not vary from Dewey in any other way, the convenience of shorter numbers and desirable readjustments being more than counterbalanced by inconvenience of departing from the printed form. Carry the Dewey out to 6 or even 7 figures when necessary, and think it pays. (Wm. H. Brett, *Lib'n.*)

Buffalo.—Dewey, modified in detail but not in principle. Prefer an eclectic system. Favor close classification to a certain extent, dependent on size and character of library and of the various classes. Mnemonics useful within limits, but not when applied as a system throughout. J. N. Larned, *Supt.*)

United States Senate.—See table. (Alonzo W. Church, *Lib'n.*)

Union Theological Seminary.—Classification based upon divisions in Hagenbach's *Theologische Encyklopädie*. Added to these are other divisions for the non-theological books, which are arranged largely according to frequency of use. San Francisco Theological Seminary library arranged in same manner. "I consider a 'close' classification a delusion and a snare, as it is not the practice of men to write many books which lend themselves to it. * * * Even such 'close' classification as I have carried out wastes space, and ultimately leads to confusion." (Chas. R. Gillett, *Lib'n.*)

Milwaukee Public.—Except as to fiction, Dewey system not greatly modified. Scheme as used is printed in *catalog* of 1885. Changes from original are almost entirely those made for Buffalo library. Would change biography entirely, probably alphabetizing all individual lives in one series. [*If classifying anew?*] "This question I could only answer after the most careful thought and comparison, and then in fear and trembling, if the necessity came. We are bound to the Dewey classification, and any ideas of change are playthings merely. We feel the pinches of the Dewey scheme, but I might hesitate to change on the principle of the first swarm of flies and the fox. I admire the new Cutter expansive classification. It, naturally, solves many of the Dewey problems; but I think the mixed letters and numbers of the notation an objection. It is comparatively simple for attendants to learn any scheme, but the general public is troubled by a hieroglyphic-looking book number. I think the general tendency is to underrate this difficulty." [*Close classification?*] "Decidedly, yes. If the dream of access of borrowers to the shelves ever is realized, I think the shelf classification will be even more important than now. My only objection is the more complicated notation required." [*Mnemonics?*] "All other things being equal, the mnemonic element is sometimes a convenience. It hardly seems worth much sacrifice, however. (Theresa West *Act'g Lib'n.*)

New York Free Circulating.—Modifies Dewey by using 813 for juvenile fiction, and placing novels by American authors, as well as translations of foreign fiction, with English fiction in 823. Has felt crowding and restriction in 808, collections, treatises, rhetoric. [*Mnemonics?*] “We do not see that it costs anything, and it is invaluable in directing runners in finding books.” (Ellen M. Coe, *Lib'n.*)

San Francisco Mercantile.—Dewey, with Cutter author marks. “Have no changes to suggest, inasmuch as both systems seem to suit our purpose admirably.” Uses 3 figures of Dewey. “For special libraries would think a closer classification indispensable.” (H. R. Coleman, *Lib'n.*)

Minneapolis Public.—Did not modify Edmands in principle, but reduced it by combining many subclasses and changing author notation from 10,000 to 1,000. Regret this change. “Those who have not used close classification sooner or later need to do it, and the seventh classification of Mr. Cutter seems none too close.” (James K. Hosmer, *Lib'n.*)

Providence Public.—Use a decimal system strongly resembling the Dewey in notation. “It is not the Dewey system; but this is simply owing to the fact that some system had to be adopted before the Dewey system had been so fully developed as it is at present. If I were starting anew, I should not hesitate to take the Dewey system as it now stands. I favor the opportunity of being able to use a ‘closer’ classification than ‘the first 3 figures,’ on occasion. As a matter of fact, we seldom go beyond 4 figures.” [See Mr. Foster’s paper in *L. j.* 15: C 6-9.] (Wm. E. Foster, *Lib'n.*)

Essex Institute.—See table. (Chas. S. Osgood, *Lib'n.*)

Amherst College.—“Dewey system was employed here first, in 1874, and remains. The scheme is modified constantly, mainly by dividing or combining classes, and, in doing so, disregarding the decimal plan and the Dewey notation. We classify various departments of the library with respect to their special needs, and have no special reference to the scheme as a whole in making these changes.” If classifying anew would use “In the main, that outlined by me in *L. j.* 14.” Favor close classification, “but in general would make classes no more minute than Dewey 3-figure classes, and make further subdivisions by blocking off book numbers.” Do not think mnemonic notations worth their cost, “but have not given the matter enough attention to speak positively.” (Wm. I. Fletcher, *Lib'n.*)

Young Men’s Mercantile, Cincinnati.—Biography alphabeted by subjects; miscellany, history, travels, fine arts, poetry, science, etc., alphabeted by authors. No shelf numbers. “As I have but two assistants, we put away every morning the books brought in the day before, and, as we have to classify them to put them in their proper divisions, a knowledge of the contents of every book *must* be had. In that way we are hardly ever at fault when books on any particular subject are asked

for; we can get what is wanted without reference to the catalog. The systems of numbering on the outside of the book I object to as practically debarring librarians from what they should know, *i. e.*, the contents of every book. As librarian for fifteen years, I have examined many systems, but find none that I would use." (John M. Newton, *Lib'n.*)

New Bedford Public.—Has used a very broad classification owing to crowded shelves. Beginning to apply Dewey. (R. C. Ingraham, *Lib'n.*)

Hartford Theological Seminary.—(Case Memorial).—Applying a system prepared for specialized theological library, with 26 general classes marked A–Z, each with form divisions 01–09, and subdivisions 0–9. Full outline submitted. It is very interesting, and the compiler regrets that he has not space to print it verbatim. Use Cutter authoritative and local list. Example of labels:

CF 88	E 2 G 31	F 12	H 74	K 9846	Z 63	·
R 11	L 96	1874 B 72	T 45	M 37	1871 P 73	·

If changing would put biography before history. "I think that, as in building a house, so in making a classification, it needs about three trials to make a success. In my opinion Cutter has done the best work in classification of any whose work I have seen." (A. T. Perry, *Lib'n.*)

Indianapolis Public.—Library divided into twenty-three main classes, A–Z. Fiction and juveniles arranged alphabetically by authors; other classes, by subjects. Books (separate works) in each class numbered from 1 upwards, as A 1–A 750. Numbers plentifully skipped to leave room for new books. In case of a block, another letter is added; *e. g.*, A 600, A 601, AA 601, AB 601, A 602. Same system used in Omaha Public. "I do not like this system, and if it were not for the magnitude of the work, would change; but am not prepared at present to say which one I would choose." (Eliza G. Browning, *Lib'n.*)

Princeton Theological Seminary.—Two main divisions: (1) Theological, with 7 subdivisions marked A–G, and (2) secular, with 14 subdivisions marked I–XIV. Books alphabetized under each subdivision. (Joseph H. Dulles, *Lib'n.*)

University of Virginia.—Library grouped in 15 divisions, alphabetized thereunder. Fixed location. (F. W. Page, *Lib'n.*)

Haverhill Public.—See table. (Edward Capen, *Lib'n.*)

Minnesota Historical Society.—Overcrowded. When new building is completed will use Cutter. (J. Fletcher Williams, *Lib'n.*)

University of California.—Applying new system, of which the following is a brief outline:

A Bibliography.	440 Paleontology.
B Dictionaries.	442 Botany.
C Periodicals.	461 Zoology.
1-15 Philosophy.	480 Medicine.
16-51 Religion.	506 Industrial arts.
52 Biography.	507 Agriculture.
54 Geography.	523 Chemistry.
54-255 Geography and history.	536 Chemical technology.
256-287 Politics; administration.	554 Mining.
289-296 Law.	580 Manufactures.
300 Social science.	590 Building arts.
315-332 Economics.	600 Architecture.
333 Science.	610 Domestic economy.
337-356 Mathematics.	613 Recreation.
357-371 Astronomy.	617 Business.
372 Physics; mechanics.	623 Art of war.
401 Civil engineering.	640 Esthetics.
425 Natural history.	Fine arts.
431 Geology.	-999 Languages and literatures.

Class subdivisions are made by adding a lower-case letter or letters, of which a, b, c, invariably stand for bibliographies, dictionaries, and periodicals, respectively. Example:

- 305. Education.
- 305a. Bibliography.
- 305b. Cyclopedias, dictionaries.
- 305c. Periodicals.
- 305d. History of education.
- 305e. Pedagogics; teaching.
- 305em. Teaching of mathematics.
- 305m. Classical, "liberal," education.
- 305n. Technical, industrial education.
- 305w. Woman's education; coeducation.
- 305z. Biographies of educators.

Bowdoin College.—Dewey. Biography and genealogy alphabetized in one collection marked B. Lives of kings placed in history; of literary men, with their works. A special class marked M, with several hundred subdivisions, takes the place of 974.1, and includes special collection on Maine. If the system were to be made over, would demand more room for English history, a better place for constitutional history, and an entire recasting of Greek and Latin literature. "In general, I should ask to have the classes fit the books rather than the system, and leave occasional places for a new subject. * * * We do not, however, intend to break away in any important particular from the Dewey system. * * * [If classifying anew?] I can not answer without a fuller examination of Mr. Cutter's system. I think I should

prefer that, in case some genius would arrange a numerical notation for the various subdivisions, on the basis, say, of 10,000 possible classes." (Geo. T. Little, *Lib'n.*)

American Philosophical Society.—Uses "a remarkable system invented by a prior librarian, dissimilar to all mentioned [in the circular of inquiry]. * * * It is far from satisfactory, but has been in use too long to change." The system is printed in catalog of above library, 1863. (Henry Phillips, jr., *Lib'n.*)

Lowell City.—Dewey, to only three figures for shelving, decimals for catalog. In 822 the Shaksperiana are numbered from 5000 upwards, and other books 1-5000. "Where the readers do not have access to shelves I see no advantage in a closer classification than the first three figures of Dewey; certainly not for a library no larger than ours." (Fred. A. Chase, *Lib'n.*)

Trinity College.—Dewey, somewhat modified in theology. (Fredrick B. Cole, *Lib'n.*)

Andover Theological Seminary.—Books grouped in seventeen classes, as far as shelves permit, "recognizing such subdivisions as may be natural and convenient." "For library purposes I should wish to avoid minute subdivision." (Wm. L. Ropes, *Lib'n.*)

New York State Law.—Outline of classification :

- 1 a New York reports.
 - b New York digests of reports.
 - c New York statutes.
 - d New York legislative journals and documents.
- 2 American reports, digests, and statutes.
 - a States.
 - b United States.
- 3 Amer. state papers (including legislative debates, journals, and documents).
 - a States.
 - b United States.
- 4 British reports and digests (including provinces, except India).
- 5 British state papers (including parliamentary debates, journals, and documents).
- 6 Indian reports and statutes.
- 7 Treatises (in English).
- 8 Law periodicals.
- 9 Trials (civil and criminal).
- 10 France.
 - a Treatises.
 - b Reports.
 - c Statutes.
- 11 Foreign law (other than French).

Statutes and state papers arranged chronologically; all other books alphabeted under author or title, as usually cited. No book numbers.

"Convenience of bench and bar determines classification of a law library. Lawyers must have access to shelves, and they greatly prefer to help themselves to the books wanted. Hence the classification should be as simple and compact as possible. A lawyer finds it much easier to run down the alphabet through a collection of 2,000 volumes of treatises to find the volume wanted than to have the same collection divided into 100 lots representing as many subjects. In the latter case, he has *first* to find the subject, and *second* to find the volume. It is seldom that a lawyer wishes to see all or any considerable number of the works contained in the library. His inquiry usually is for the latest and best work on the topic he is interested in. From an experience of twenty-five years as librarian of this library, I am able to say that the method of classification outlined [above] * * * has given the very best satisfaction. (Stephen B. Griswold, *Lib'n.*)

Lynn Public.—Classification includes nineteen main classes and marked by initial of subject, or other letter, subdivided by adding a second letter, and still further, if desired, by figures. "My plan was adopted after studying all the methods then [1878] in use. It has given good satisfaction; but if I were called to arrange a new library I should make a study of all methods now in use. I am favorably impressed with the Cutter system. I do not favor very close classification for libraries of ordinary size." (J. C. Houghton, *Lib'n.*)

University of Vermont.—Dewey. Biography alphabeted; lives of authors with their works. (H. A. P. Torrey, *Lib'n.*)

Illinois State.—Rough topical groupings. Memory of librarian the only guide in finding books. (W. H. Hinrichsen, *Sec. of State and ex off. Lib'n.*)

Omaha Public.—See table. (Jessie Allan, *Lib'n.*)

Peoria Public.—See table. (E. S. Willcox, *Lib'n.*)

Iowa State.—See table. (Mrs. Mary H. Miller, *Lib'n.*)

Wellesley College.—Dewey. Would change sequence of classes, bringing history and sociology on succeeding numbers; so also literature and language, and biography with history. (Lydia B. Godfrey, *Lib'n.*)

Sage Library. (*Theol. Sem., New Brunswick, N. J.*).—Uses "a common sense, illogical, unconcatenated, unrelated, unnumbered, unclassified classification. Consult an encyclopedia and put coal under coal, and don't try to reason out that it belongs in the same category with diamonds or pig iron. The public won't reason your way. Put it down arbitrarily coal, and let it go. It is worth while classifying some related subjects, but it is not worth while to show the logic of the classification to any great extent. On the shelf, or in the alcove or department, put all the fine arts together, poetry, painting, sculpture, architecture, drama. Put engraved gems there, too, but don't insist on it that it is a part of sculpture—a division, or a subdivision. Let it stand apparently unrelated. * * * We classify our books in alcoves, referring

in catalog to the alcove, right or left side of it. When in the alcove the shelf tags do the rest. No numbers on the books, which are alphabetized by author, under subject. This would probably not work well in a large public library, but in a small scholars' library like this it does very well. We have too many rare and handsomely bound books to plaster them over with labels or stamped numbers. The great still-hunt of library science at present seems to be after *finding a book on the shelf*. As to whether it is worth a rap after it is found, your average librarian does not concern himself; yet that is just the most important part of his business. He should guide to the best books and tell the reader what he needs. If librarians knew more about the *value* of books and less about their *number*, the public would be better for it. Of course this is an old foggy idea. I got it from an old foggy in the British Museum many years ago. His name is Richard Garnett—bless him! * * * I believe in many subjects unclassified. Two books on suicide should have a subject division of suicide, but should not figure under the chief head of medicine, social science, or anything of that sort. I don't believe in any system that presupposes knowledge or ability or insight in the reader. The average reader is a dunce and neither knows nor cares anything about systems. Further, I don't believe in making an obscure science out of a few plain facts. Make everything as plain as a barn door." (John C. Van Dyke, *Lib'n.*)

Maine State.—Dewey. Classification of law modified and enlarged. Dewey classification of law very defective; that of history nearly perfect. Recommends bringing form divisions of literature (as fiction) together and subdividing by languages, instead of the reverse. Will use Cutter's author table. "Some of his [Dewey's] great classes are not clearly defined and entirely logical in arrangement. Nevertheless, it seems to me that Dewey's work is the best I have seen. Some of our librarians have run nearly mad on the subject of classification, and have rendered life a burden to those who attempted to carry out fully their theoretical classification. The simplest form is best, in this as in everything else intended for real help and use." (L. D. Carver, *Lib'n.*)

Syracuse University.—Uses provisionally a fixed location, but books are so arranged that, as far as possible, the initial of the subject division corresponds with the letter of stack section. "The intention is to have a relative system eventually. From what I have seen of the several systems I think that none now in use will be absolutely adopted, but a modification of some one of them, or a new one entirely." (Henry O. Sibley, *Lib'n.*)

New York Y. M. C. A.—Dewey. Changes suggested; index enlarged. History, travels, biography, too crowded; medicine under science; amusements under sociology. [If beginning anew?] "I think I should adopt the same system; I, however, might use Mr. Noyes' (Brooklyn) admirable system after a more thorough study of it." (R. B. Poole, *Lib'n.*)

New York Bar Association.—Reports and statute law, arranged by countries and States. Text-books, etc., alphabetically by authors. (Wm. J. C. Berry, *Lib'n.*)

Philadelphia Athenæum.—See table. (Louis K. Lewis, *Lib'n.*)

Wesleyan University.—See table. (Wm. J. James, *Lib'n.*)

Woodstock College.—Library largely theological. Theology in 10 divisions, of which, *e. g.*, scriptura sacra subdivided into Biblia (Latina, Græca, etc.), Introductio, Vindiciæ Cathol., Philolog. Biblica, Concordantiæ, Comment. Cathol., Comment. Acathol., Tractatus Varii, etc. Fixed location. "Were I to begin the arrangement of the library anew I should follow the same method. * * * For practical purposes it matters very little whether I find a book according to the decimal system or any other. In my opinion classification should depend entirely on the particular library, on the room, and the number of books to be placed." (A. J. Maas, *Lib'n.*)

Newark Public.—Dewey, unimportant modifications. Sometimes carries classification to 5 figures, but "for small libraries should say most decidedly not closer than 3 of Dewey." (Frank P. Hill, *Lib'n.*)

Cambridge Public.—Cutter classification. Moved into new building just after issuing a new catalog, and could not change notation, which was that of the Boston Public, now used to indicate movable location. "Were I to start anew I should choose between Cutter's and Dewey's systems; should prefer the former, only the introduction of letters very much increases the probability of mistakes on the part of the public. * * * I have arranged my reference library by the Dewey system and like it for that. I should not use either for a small library—say less than 10,000 volumes." (Almira L. Hayward, *Lib'n.*)

Franklin Institute.—Broad classification, fixed location. Would use Dewey, with Cutter's author table, classifying as closely as possible. (Alfred Rigling, *Lib'n.*)

Hartford Public.—Dewey, with modifications, partly Fletcher's. English fiction, biography, poetry, arranged alphabetically. French, German, juveniles, by themselves, classified. (Miss C. M. Hewins, *Lib'n.*)

Oberlin College.—Dewey, modified. In the classics and Shakspeare all translations, biographies, criticisms, etc., go with author's works. With these exceptions the Dewey author marks in literature are disregarded, and alphabetic arrangement used, as also in biography. Periodicals indexed in Poole, arranged alphabetically by themselves, no class number; so also reference books. United States documents have a classification and notation of their own. Changes suggested: Combine philosophy and religion under class 1; combine 110 and 120 with their subdivisions; put 178 under sociology. Define more accurately 210 and subdivisions, and their relations to 239 and subdivisions; entirely rewrite 230, especially 231 and 233, which are very unsatisfactory; rewrite 262, bringing all prayer under 264, and therefore change

main divisions. Under class 300, rewrite 321 and 328, putting 328 somewhere under 350, all of which should be rewritten with reference to books and not to theoretical division. Class 570 is unsatisfactory. Should forego advantages of 0 in 900-909, putting geography and travel under 900-909, biography 910-920, and what is now 900-910 under 920-930. "Though from standpoint of classification I like some parts of Cutter much better, still the simplicity of the Dewey call numbers, or, rather, the ease with which the average student can use them after a short period, is too great an advantage to give up." (A. S. Root, *Lib'n.*)

Pratt Institute.—Dewey, carried out to 3 figures only, save in a few classes. Does not favor closer classification except for libraries of 60,000 volumes and upwards. (Mary W. Plummer, *Lib'n.*)

Portland (Me.) Public.—See table. (Alice C. Furbish, *Act'g Lib'n.*)

Newton Public.—Fixed location, except for periodicals. Library divided into 10 classes. Example of notation: 51.430 = class 5, shelf 1, 430th work. (Elizabeth P. Thurston, *Lib'n.*)

Massachusetts Historical Society.—See table. (Samuel A. Green, *Lib'n.*)

Redwood, Newport.—Cutter's Athenæum, occasionally modified by transposing subdivisions, as in sociology. "As I have worked for several years with Mr. C. in elaborating his classification, I feel sufficiently familiar with it to be able to make the changes without confusion." Prefer Cutter's sixth. [*Mnemonic notations worth their cost?*] "By no means!! Except for some few grand divisions, I have little faith in the mnemonic element." (Richard Bliss, *Lib'n.*)

Taunton Public.—Awaiting removal into larger building before introducing new classification on the shelves. (E. C. Arnold, *Lib'n.*)

United States Military Academy.—See table. (Lieut. Sedgwick Pratt, *Lib'n.*)

Manchester City.—Cutter classification in catalog. Books numbered consecutively on shelves. No class marks. Would use Cutter. (Mrs. M. J. Buncher, *Lib'n.*)

Hamilton College.—See table. (Melvin G. Dodge, *Lib'n.*)

Philadelphia Academy of Natural Sciences.—Library devoted exclusively to natural sciences; divided into two sections: (1) Periodicals, etc., arranged geographically, and (2) monographs, subdivided under 18 heads. Books numbered consecutively under each department. "The desirability of a closer classification in some of the departments * * * is evident, but not pressing. Practically the arrangement works very well, the fixed location of each book being of advantage." If changing, would probably use Dewey, with modifications. (Edw. J. Nolan, *Lib'n.*)

Bangor Public.—See table. (Mary H. Curran, *Lib'n.*)

Jersey City Public.—Dewey, with Cutter author numbers. "I would carry out the classification to one or two decimals in all cases

where subdivisions are called for were I to start anew. In the Cutter numbers I would also use the table extended to three figures instead of the one using only two. The main difficulty we have is in getting the books back on their shelves in their correct order with the help we employ—girls from 14 to 16 years of age. The combination of figures and letters seems to puzzle them, and requires more care than if only figures or letters were used separately. If some author table like Edmands's, composed entirely of figures, were carefully worked out and had proved satisfactory in its application, I am not sure but that with the class of help employed in this library it would work more satisfactorily than the Cutter tables." * * * "The mnemonic element is certainly very valuable after the system is in practice." (Geo. Watson Cole, *Lib'n.*)

Peabody Institute, Peabody, Mass.—Cutter. "As we shall not change anything at present, it is unnecessary for me to venture an opinion [as to choosing anew]. Probably in five years some of the present systems * * * will be changed for something simpler and more economical." (J. Warren Upton, *Lib'n.*)

Toledo Public.—Dewey, modified. Recommends "greater simplicity, not so close classification. The excess in numbers added is often perplexing to those going for books in a hurry." (Mrs. Frances D. Jermain, *Lib'n.*)

Lawrence (Mass.) Public.—"In a library where the public do not have access to the shelves a close classification is not of much importance. If the assistants can find the books readily that is all that is necessary. The fewer letters and numbers borrowers have to write on the call slips the better they are suited, and the less likely are they to make mistakes. All frequenters of the library have access to classed catalogs, and can find books treating of any particular subject." (Frederic H. Hedge, *Lib'n.*)

United States Naval Academy.—Ten main classes, A-I, with subdivisions, 1-50, etc. Would prefer "some system with more than 10 classes." (A. N. Brown, *Lib'n.*)

Dayton Public.—Twenty main classes, subdivided as convenient. "From the experience which we have had, taking into consideration the size of library, present rate of growth, character of help employed, promptness of service, etc., we would use the same principle of classification [if beginning anew], only applied in greater detail, and carried out to its last consequences. The result would be an arrangement much like that of the Congressional Library or the Peabody Institute (Baltimore)." (Miss Minta I. Dryden, *Lib'n.*)

Kansas State.—Smith, with additions. Would use Dewey—"so says my cataloger." (H. J. Dennis, *Lib'n.*)

San Francisco Law.—Legal text-books arranged alphabetically; American reports alphabetically by States; English reports alphabetically as cited; United States, State, and foreign statutes same arrangement; legal periodicals follow same plan. No class marks. (Not signed.)

Woburn Public.—"In 1879 was introduced the Dewey 1, 2, 3 system, the classes represented by a letter (a numeral would do equally as good) and the individuals by a number. This is still in use, unmodified." [*Mnemonics useful?*] "No; I do not believe in burdening patrons with an unnecessary number of symbols. They mean nothing to them, and not much more to anyone else. The old-fashioned shelf number (say 5553.25) is best understood by the public generally." (W. R. Cutter, *Lib'n.*)

Boston Library Society.—See table. (Miss Letitia F. Stubbs, *Lib'n.*)

Iowa State University.—"The Dewey has so far been reasonably satisfactory, hence see no reason to change." (J. W. Rich, *Lib'n.*)

Nebraska State.—Largely law. Miscellaneous division classified somewhat after Perkins's method. Expects to add largely to the latter, and will then reclassify, deciding upon a system after publication of this report. (D. A. Campbell, *Lib'n.*)

St. Louis University.—Dewey. "The purposes of a public library, to be used by all classes of persons, and those of a learned institution being considerably divergent, I find that the mechanical application of the above [Dewey] system, which has already been made here, is defective in many respects: (1) Because of the superfluity of classes for a purpose more or less specialized; (2) because of the unimportant localization assigned to the prime divisions, in the same premises. * * * [Cites examples in theology.] If there is any one of the above systems [mentioned in circular of inquiry] which would meet our requirements, I should be glad to adopt it. Otherwise [if changing] I would take suggestions from them and strike out on the above line [outlined]." * * * (Thos. Hughes, S. J., *Lib'n.*)

Troy Young Men's Association.—Fixed. Alphabeted under a few general divisions. "I believe that the most simple arrangement and classification of books is, under any and all circumstances, the best method. Close classification destroys chances for memorizing place, contents of volume, and general usefulness, is costly, and of no real value." (DeWitt Clinton, *Lib'n.*)

University of Minnesota.—By departments of instruction. No class marks. When moving into new building will carefully consider plans of classification and shelving. Classification in subject catalog based upon Poole's Chicago Public; full outline submitted in MS. "For a college library of moderate size it seems to me that a rough classification according to the departments of instruction will be as useful as any." (Wm. W. Folwell, *Lib'n.*)

University of the South.—Dewey. In literature follows Dewey only to third figure, and in biography to the fourth; Cutter marks thereafter in each case; so also in 283; elsewhere, the 5-place Dewey. "If I had the work to begin again I should be content with three places for a library the size of ours." (Benj. W. Wells, *Lib'n.*)

Los Angeles Public.—Dewey. Fiction and juveniles alphabetic, closely following Milwaukee notation. In music, "where Dewey gives 782.2 to a book on Wagnerian music, we would classify the music itself 78.22, *i. e.*, simply carry the third number over the decimal." Bound magazines arranged alphabetically. United States public documents have a non-Dewey classification. If beginning again, would classify very closely. (Tessa L. Kelso, *Lib'n.*)

Newburyport Public.—[*If classifying anew?*] "This is a question I can not answer. The more I study the various schemes, the harder I find it to come to a decision; but, on the whole, I rather favor the Dewey system, modified to meet my particular case, but I have no desire to establish a museum of minute classification." (John D. Parsons, *Lib'n.*)

Haverford College.—[*Would use?*] "Probably a modification of Perkins. Lack of funds and hope of a new building have prevented revision. No system should be followed rigidly. Whatever gives most economy of space, clearness in detail, ease in finding a book, should be followed in accordance with circumstances. Dare to be inconsistent." (Allen C. Thomas, *Lib'n.*)

University of Wisconsin.—Within a year will probably adopt either Dewey or Cutter, with modifications. "Our present classification in its large divisions corresponds to departments of instruction in the university, and naturally and rightly, I must think, sins against any theoretical system of classification in some points." (Walter M. Smith, *Lib'n.*)

Massachusetts Institute of Technology.—Dewey. "Have redivided 547, and have subdivided further a few of the divisions. There are many arrangements which are inconvenient for us, for example, the separation of 400 and 800, of 380 and 330, of 332 and 336, of 335 and 331. The principles of the system seem to me about as simple and easily learned as possible." [*Close classification?*] "Yes; where access to the shelves is perfectly free the closest possible classification seems to me desirable." (Clement W. Andrews, *Lib'n.*)

Colby University.—Dewey in galleries; fixed location on ground floor (most-used books). Free access. No shelf numbers. "Am very well pleased with the [Dewey] system." Often use 7 figures. Make no use of mnemonics. (Edward W. Hall, *Lib'n.*)

University of Rochester.—"The Dewey system (4th ed.) is used in classifying new books and in a gradual reclassification of the older portion of the library. This was done last January, a new librarian having been appointed from the faculty of instruction. Being shown this blank upon its receipt, he turned it over to me to answer. His opinion of the Dewey system is more favorable, of our obsolescent system much less favorable, than those herein expressed." A full outline of the old system is given in MS. It has 42 main classes, with more or less subdivision, the books being arranged under each according to a combined alphabetical-and-size table (1-1000) adapted from Schwartz. "In the

details of the Dewey system I find what seem to me to be the disjunction of similars and the conjunction of dissimilars, as well as the failure to give adequate treatment to some important subjects. * * * Personally, I think the obsolescent system, * * * with some further subdivision in the case of a few classes, is adequate to the purposes of a college library till it attains a much larger size than ours." (H. K. Phinney, *Ass't Lib'n.*)

College of the City of New York.—Books classed under 14 main divisions and 270 subdivisions, corresponding to headings in printed subject catalog. Present system satisfactory. (Chas. G. Herbermann, *Lib'n.*)

Kansas State Historical Society.—See table. (F. G. Adams, *Lib'n.*)

Northwestern University.—Awaiting a new building. (Lodilla Ambrose, *Ass't Lib'n.*)

Salem Public.—Dewey, with 3 figures, except in history and travels, where 4 or 5 are used; F for all fiction in English, original or translated; B for individual biography, with Cutter number; 920 for collective biographies in one series by authors. Suggested changes: A better country arrangement; consolidation of philology and literature, giving room for better arrangement of travels. If beginning anew, would adopt Cutter's sixth. "This seems to me about what is needed in the average public library of 10,000 to 100,000 volumes. Nearly all the necessary subdivisions can be made with two letters, or one letter and two figures." (Gardner M. Jones, *Lib'n.*)

Rochester Theological Seminary.—Theology only. See table. (Howard Osgood, *Lib'n.*)

Northampton Public.—Books classified in nine departments. (Caroline S. Laidley, *Lib'n.*)

Fletcher Free, Burlington, Vt.—Similar to Brookline and Ames Library at North Easton, Mass. (Sarah C. Hagar, *Lib'n.*)

North Carolina State.—See table. (J. C. Ellington, *Lib'n.*)

South Carolina State.—Contains only United States and State documents. "I have had no [previous] experience in library work and have no system. I have arranged the books just after a common-sense plan, and as it seems to work well I have attempted nothing else. Being a woman, and having very little experience, I do not feel competent to make any suggestions. Each State in the Union is given space and the books are arranged according to years. The members of the legislature tell me that this plan suits them better than any that has ever been tried in this library." (Mrs. Caroline Le Conte, *Lib'n.*)

SUMMARY OF RETURNS.

To put the results of this canvass into a ballot box and figure out exactly how many librarians favor this or the other method, would be most misleading, for several reasons. Other things being equal, the experience gathered in a library of 500,000 volumes is worth about ten

times as much, from the classifier's standpoint, as that afforded by working in one of 50,000 volumes. The answers to my queries are in some cases intended to apply to libraries generally, but most of the librarians have had only their own institutions in view, and, as these differ so widely from each other in scope and functions, it is certain that the same man might have answered differently if his experience had been confined to libraries of another class. Many of the officers reporting have given but slight attention to the methods introduced within the past few years, being satisfied with the systems bequeathed to them or finding it quite impracticable to change. Finally, many of the replies are indefinite, and a few are ambiguous.

The only summary of results that I can glean from these returns is as follows:

1 American librarians are substantially agreed that books should be classified on the shelves in the order of subjects treated rather than in that of accession, or chronologically, alphabetically, by size alone, or by any other criteria, leaving the subarrangement (under classes) to be determined by the requirements of each case. This is the only point in the problem of classification that can be considered settled.

2 One-half of the libraries reporting, including most of the older and larger ones, use systems of their own.

3 Of the printed schemes that have appeared within the past seventeen years, the Dewey system, which is the oldest, is used wholly or partly in one-third of the libraries on our list. Mr. Cutter's expansive system (not yet finished) is rapidly growing in favor. The others are little used.

4 Most of the users of the printed schemes modify them more or less. The chief objections urged against the Dewey, Cutter, and similar systems are that the classification is arbitrary, that it is bound up in its notation, and that the latter is too complicated or too long.

5 A movable location is generally preferred to fixed shelf numbers, but some librarians of wide experience reject it.

6 The tendency is strongly toward close classification, but it is warmly opposed by many.

7 Mnemonic notations are condemned by a majority of those expressing an opinion, but in a considerable number of libraries such expedients are found useful.

This is all that I have been able to make out of the mass of data submitted to me. Librarians agree that books should be classified by subjects on the shelves as well as in catalogs, but they disagree as to how it should be done. Take, for example, the largest five libraries in America; no two of them use the same system, and their replies to the three fundamental questions in our table in each case stand as follows:

Yes.....	2
No	2
No experience.....	1

I conclude that the day of cooperative classifying is not yet, and that if such a project ever be realized it will only come through the work of a committee of experts. No one man is competent.

Granting that it would be practicable to parcel out the labor of devising a system for classifying books, so that each science and art would be subdivided by a specialist, the gain would be twofold :

1 Each librarian would save the time and expense of devising a scheme of his own, or of patching up the antiquated one bequeathed to him ; and

2 A system prepared by such a body would give greater promise of permanence and general usefulness than any drawn up by the average librarian.

It is evident that the same system can not be used in all kinds of libraries. Yet if we take any two university libraries, for example, or any two free popular libraries, it will be found that they differ from each other mostly in size or in degree of symmetry, but not in scope, nor in the character and wants of their users. I can see no good reason why all libraries of a given class might not use the same general method with mutual advantage.

The principal reason why such a scheme has not been undertaken is clearly stated in Professor De Morgan's objection to a classed catalog, that "it is more difficult to use than to make, being one man's idea of the subdivision of knowledge."

No system for classifying books in large libraries can give general satisfaction unless it be based on something more durable than personal taste. In order to be reasonably permanent and usable, the method adopted must be governed by some underlying principle of association which is commonly accepted by students in the different departments of knowledge. The question as to whether a uniform system of classification may be practicable for a given class of libraries, resolves itself into the question whether a method can be found which will be scientific rather than arbitrary. All schemes looking only to present conveniences must soon result in that confusion which reigns in nearly all great libraries at the present day ; a confusion which makes library service doubly expensive, and causes those irritating delays with which scholars the world over are but too familiar.

But it is objected that no logical classification of books is possible, owing to these two facts :

1 The same books may treat successively of many different things ; that is to say, it may be of composite structure, or even a conglomerate.

2 A book may discuss a problem involving many entirely diverse principles and branches of knowledge. Consequently our classes will necessarily overlap, and the boundary lines between them will be shadowy.

But precisely the same difficulties arise when we attempt to classify anything else whatsoever. There may be as many different classifica-

tions of a thing as it has characteristics which may be measured against those of other things, and these various classifications may be equally logical, equally scientific. Three dimensions of space would not suffice to show for any one thing in nature all of the relationships that it bears to other things. Nothing of this sort has been attempted in any science, and it is unfair to criticise a classification of books on the ground that it does not bring all correlatives together. When we come to conglomerates, such as a volume of essays, or Burton's "Anatomy of Melancholy," we must classify them just as a geologist classifies the conglomerate rocks, by form or locality, rather than by composition or structure. There is no greater difficulty in the one case than in the other.

The boundary lines between our classes will often be vague and shadowy. But so they are in any classification. We do not even know where plant life stops and animal life begins; yet that does not prevent our having a science of botany and another of zoology.

The object of a classification is to bring together things which are like and to separate things which are unlike. It is as easy to bring together books of similar scope as to bring together plants of similar type. If different types of plants can be arranged in a system which will show their relative development, so can the literature of plants be arranged with scientific method, and so can all literature.

It is a singular fact that many schemes of classification are enslaved to their notations. The attempt to make out of the book number a structural formula, showing the dependence of classes by giving a separate figure or letter to each stage of descent, invariably results in an irrational classification disfigured with long and cabalistic marks. The object of a notation is to enable us to find or replace a book with ease and certainty. Anything that interferes with this is a mistake. The scheme of classification should be made without any thought of a notation, and numbers assigned to it afterwards, taking care to allow for the future growth of the various classes.

By using a book number, which shall in no case be longer or more complicated than 1234az (in which the figures are read as integers, and the order of figures and letters is always the same), it is possible to mark 7,000,000 volumes so that each volume is identified as it would be by an accession number. Furthermore, such a number will indicate the exact relative position of each subject, author, work, translation, edition, volume; copy, in a collection of 7,000,000 volumes, in which the books are classified by subjects, on the movable plan, with the utmost possible "closeness," and the numbers will not fetter the classification in any respect whatever.

This being true, it follows that if we start with an empty building and let a library grow up within it in the normal way, the same notation will suffice for a collection of 700,000 volumes, on the supposition that the author of the classification made an average error of 90 per

cent in estimating the growth of every subdivision in his scheme. Thereafter, by adding characters, he could provide for interpolations at any point and to any extent. A similar notation using nothing but figures would be quite practicable. In such a case it is not likely that a number longer than 1234.567 would ever be needed in any library, save a few of the great national collections, and this number would be read as it stands, the figures before the decimal point being integers.

In order to attain this we have only to sacrifice the halfway structural formula, with its attendant halfway mnemonicity.

REFERENCE LIST ON CLASSIFICATION.

The following list of references is by no means exhaustive. With a few exceptions, it includes only the later literature of the subject. The abbreviations stand for the following periodicals, etc.:

- Central.* Centralblatt für bibliothekswesen. Leipzig.
Conf. lib. Lond. Conference of librarians in London, Oct., 1877. London.
L. A. U. K. Transactions and proceedings of the annual meetings of the Library Association of the United Kingdom. London.
L. j. Library journal. New York.
Lib. The library [*successor to Library chronicle*]. London.
Lib. chron. Library chronicle. London.
Riv. Rivista delle biblioteche. Firenze.
U. S. '76 rep. U. S. BUREAU OF EDUCATION. Public libraries in the United States of America . . . Special report. Washington, 1876. 8°.

Classification of knowledge.

This has a very considerable literature of its own. For a résumé of the older systems see A. E. B. Woodward's system of universal science (Phil., 1816. 4°). On the scientific method, the following are recommended:

- BAIN, A. Logic. New ed. N. Y. (*Longmans*), 1882. 12°.
 DAVIDSON, W. L. The logic of classification. (*Mind*, 12: 233-53.)
 JEVONS, W. S. Principles of science. N. Y. (*Macmillan*), 1874. 2v. 8°. One vol. ed., 1889. 12°. His remarks on the classification of books show little acquaintance with the problem.
 SPENCER, H. Classification of the sciences. (*In his Recent discussions*. N. Y. (*Appleton*), 1871. 12°.)
 STANLEY, H. M. Classification of the sciences. (*Mind*, 9: 265-74.)

Classification of books.

HISTORY. OUTLINES OF OLDER SYSTEMS. CRITICISM.

- COLLAN, K. Om bibliografiska systemer och biblioteksmetoder . . . Helsingfors (*Frenckell*), 1861. 8°. 4+64+13 p.
 COUSIN, J. De l'organisation [*sic*] et de l'administration des bibliothèques . . . Paris (*Pedone-Lauriel*), 1882. Sm. 8°. [3]+11+374 p.
 EDWARDS, E. Memoirs of libraries; including a handbook of library economy. London (*Trübner*), 1859. 2v. 8°.
 FUMAGALLI, G. Cataloghi di biblioteche e indici bibliografici . . . Firenze (*Sansoni*), 1887. 8°. 19+199 p. (See *Central*, 4: 556-58. Kephart, *L. j.*, 12: 547-48.)
 ———. Della collocazione dei libri nelle pubbliche biblioteche . . . Firenze (*Sansoni*), 1890. 8°. 7+165+[1] p. (See *Bruschi, Riv.*, 3: 46.)

- GAR, T. *Lecture di bibliologia* . . . Torino (*Unione Tipogr. Ed.*), 1868. 8°. 18+340 p., table.
- GRAESEL, A. *Grundzüge der bibliothekslehre* . . . Leipzig (*Weber*), 1890. 16°. 12+424 p. (See Meyer, *Central.*, 8: 54-57. Bruschi, *Riv.*, 3: 47. Hull, *L. j.*, 16: 118-19. Tr. into Italian by Capra, 1893.)
- OTTINO, G. *Bibliografia* . . . 2d ed. Milano (*Hoeppli*), 1892. 16°. [3]-8+166 p.
- and FUMAGALLI, G. *Bibliotheca bibliographica italica*—Catalogo degli scritti di bibliologia, bibliografia e biblioteconomia pubblicati in Italia, e di quelli riguardanti l'Italia pubblicati all'estero . . . Roma (*Loreto Pasqualucci*), 1889. 8°. 24+431+[2] p.
- PARK, R. *Pantology; or, A systematic survey of human knowledge* . . . [also applied to the classification of books]. 3d ed. Philadelphia (*Hogan & Thompson*), 1844. 8°. 587 p. 12 plates.
- PEIGNOT, G. *Dictionnaire raisonné de bibliologie* . . . Paris (*Villier*), 1802-4. 3 v. 8°.
- PETZOLDT, J. *Bibliotheca bibliographica* . . . Leipzig (*Engelmann*), 1866. 8°. 12+939 p.
- RICHOU, G. . . . *Traité de l'administration des bibliothèques publiques* . . . Paris (*Dupont*), 1885. sm. 8°. 8+421 p.
- SACCONI-RICCI, GIULIA. *Una visita ad alcune biblioteche della Svizzera, della Germania, e dell'Austria*. Firenze (*Carnesecchi*), 1892. sq. 16°. [2]+288 p. +14 fold. Tables. (Repr. from *Riv.*, 4.)

SYSTEMS OF CLASSIFICATION.

(Includes systems intended for catalogs.)

- BONAZZI, G. *Schema di catalogo sistematico per le biblioteche* . . . Parma (*Battei*), 1890. 8°. [3]—14+105+[1] p. (See Fumagalli, *Riv.* 2: 78-79. Bruschi, *Riv.* 3: 47-48. Bliss, *L. j.* 14: 5-8.)
- BRITISH MUSEUM SYSTEM. (Garnett, *Conf. lib. Lond.* 108-14, 188-93; *L. j.* 2: 194-200. G. W. Harris, *L. j.* 12: 331-34. On the Cornell univ. adaptation see Harris, *L. j.* 16: 138-39.)
- BROWNELL, J. *Science and art: A theory of library classification*. (*Lib. chron.*, 3: 133-36.)
- CUTTER, C. A. *Another plan of numbering books*. (*L. j.* 3: 248-51; 4: 88-90.)
- *Classification on the shelves*. (*L. j.* 4: 234-43.)
- *Thirty-five versus ten*. (*L. j.* 7: 62-63.)
- *Expansive classification*. [Mr. Cutter's new system. Seven classifications, cumulative, adapted to libraries of different sizes. The 1st-6th are published, with index; the 7th is in press. Publ. by the author, Forbes library, Northampton, Mass.] (On Mr. Cutter's systems see Schwartz, *L. j.* 3: 302. Goddard, *L. j.* 10: 55-56. Bliss, *L. j.* 14: 242-44. Kephart, *L. j.* 17: 223. Thomas, *L. A. U. K.* 4-5: 182-84. Graesel's *Bibliothekslehre*, 236-37. Fumagalli's *Della collocazione*, 129-31.)
- DEWEY, MELVIL. *Decimal classification and relative index*, . . . 5th ed. Boston (*Library bureau*), 1894. Sm. 4°. 41+[240]+407-593+[5] p. (1st ed., 1876; 2d, 1885; 3d, 1888; 4th, 1891. Tr. into Italian by Mondino in 1885 (Palermo). See *U. S. '76 Rep.*, 623-48. Larned, *L. j.* 7: 127-28. Lane, *L. j.* 10: 258 (Dewey's reply, *L. j.* 10: 316). Perkins and Schwartz, *L. j.* 11: 37-43, 68-74, 156-60 (Dewey's reply, *L. j.* 11: 100-6, 132-39; Mann's, 11: 139-41). Axon, *Conf. lib. Lond.*, 166. Thomas, *L. A. U. K.* 4-5: 182. Kay, *Nineteenth century*, Oct., 1884, p. 624-29 (Thomas's reply, *Lib. chron.* 1: 181-82). Graesel, *Central.*, 3: 542, and his *Bibliothekslehre*, 234. Fumagalli's *Cataloghi*, 135-37, and his *Della collocazione*, 126-28, 133. Larned's modification, in *L. j.* 4: 40, 42. Fitzpatrick's, *L. j.* 4: 41.)

- EDMANDS, J. New system of classification and scheme for numbering books . . . Philadelphia [*Mercantile library*], 1883. 8°. 29 p. (See also his art. in *L. j.* 4: 38-40, 56. See Dewey, *L. j.* 4: 42-44.)
- FLETCHER, W. I. Library classification: theory and practice. (*L. j.* 14: 22-23, 77-79, 113-16. See Bliss, *L. j.* 14: 244.)
- Library classification. Reprinted, with alterations, additions, and an index from his "Public libraries in America" [of same date]. Boston (*Roberts Bros.*), 1894. 8°. 32 p.
- HARRIS, W. T. System of classification [with an] essay on [the same]. (In Catalog of the St. Louis public school library (St. Louis, 1870. 8°.) pp. 3-16. See *U. S. '76 Rep.* 660-62. *Journ. of spec. philos.* 4: 114-29. Thomas, *L. A. U. K.* 4-5: 181.)
- HARTWIG, O. Schema des realkatalogs der k. Universitätsbibliothek zu Halle a. S. 3^{tes} beiheft zum Centralblatt für bibliothekswesen. Leipzig (*Harrassowitz*), 1888. 8°. [3]+345+[4] p. (See Bliss, *L. j.* 14: 245-46. Tedder, *Lib.* 1: 21.)
- HARVARD UNIV. LIB. SYSTEM. (On the classification in catalog and on shelves see *L. j.* 6: 9-10, 54, 116; 9: 50-51; 10: 259-60; 11: 208-9. Winsor, *Conf. lib. Lond.* 164. Also the index to the subject-catalog, mentioned below.)
- LARNED, J. N. A nomenclature of classification. (*L. j.* 9: 62-69. See Cutter, *L. j.* 9: 115. Lane, *L. j.* 10: 257-58.)
- OGLE, J. J. Outline of a new scheme of classification applicable to books. (*Lib. chron.* 2: 160.)
- PALERMO, F. Classazione dei libri a stampa dell'I. E. R. Palatina, in corrispondenza di un nuovo ordinamento dello scibile umano. Firenze (*Bibl. Palatina*), 1854. 4°. 114+[1]+388 p.
- PERKINS, F. B. A rational classification of literature for shelving and cataloging books in a library . . . Revised ed. San Francisco (*the author*) [now sold by *Library bureau*, Boston], 1882. 8°. 57+4 p. (First ed., 1881. See also his art., *L. j.* 4: 226-34. Dewey, *L. j.* 7: 60-62. Larned, *L. j.* 7: 128-30. Smith, *L. j.* 7: 174. Thomas, *L. A. U. K.* 4-5: 181. Fumagalli's *Della collocazione*, 135-36.)
- POOLE, W. F. (See his article on Organization and Management of Public Libraries in *U. S. '76 Rep.* 492-95, and the finding lists of Chicago public library.)
- SCHLEIERMACHER, A. A. E. Bibliographisches system der gesammten wissenschaftskunde, mit einer anleitung zum ordnen von bibliotheken . . . Braunschweig (*Vieweg*), 1852. 2v. 8°.
- SCHWARTZ, J. A "combined" system for arranging and numbering. (*L. j.* 3: 6-10. See *U. S. '76 Rep.* 657-60. Dewey and Cutter in *L. j.* 3: 339-40.)
- A mnemonic system of classification. (*L. j.* 4: 3-7. See Dewey, Perkins, and Cutter, *L. j.* 4: 92.)
- A new classification and notation. (*L. j.* 7: 148-66. See also his art., *L. j.* 7: 84-85.)
- An alphabetico-mnemonic system of classifying and numbering books. (*L. j.* 10: 25-27, 77-78, 149-50, 174-75, 371-75. See Lane, *L. j.* 10: 257. Lane and Cutter, *L. j.* 11: 8-9.)
- SHURTLEFF, N. B. A decimal system for the arrangement and administration of libraries. Boston (*privately printed*), 1856. 4°. [4]+80 p. (A decimal system of notation applied to fixed shelves. Used in the Boston public library since 1858. See Dewey, *L. j.* 4: 61, 120.)
- SMITH, L. P. On the classification of books . . . Boston (*Library bureau*), 1882. 8°. 70 p. (See his art., *L. j.* 7: 172-74. Also Thomas, *L. A. U. K.*, 4-5: 184. Fumagalli's *Della collocazione*, 134-35.)
- STEFFENHAGEN, E. Die ordnungsprincipien der Universitäts-Bibliothek Kiel . . . Burg (*Hopfer*), 1888. 8°. 6+38 p. (See also his *Über normalhöhen f. büchergeschosse*. Kiel, 1885. 8°. 11 p.)

VILLA PERNICE, A. Norme per l'ordinamento delle biblioteche. Milano (*Galli e Rai-mondi*), 1889. 4°. 27 p.

ZANGEMEISTER, K. System des real-katalogs der Universitätsbibliothek Heidelberg. Heidelberg (*Winter*), 1885. 1. 8°. 9+54 p. (See Harrassowitz *Central*. 2: 425-27.)

—— [Same. 2d ed.] Heidelberg (*no publ.*), 1893. f°. [43] p.

Other references may be found in Graesel's *Bibliothekslehre*, 386, and in Fumagalli's works.

The following indexes of subjects will be found useful:

CINCINNATI PUBLIC LIBRARY. Subject index to the location of the books and pamphlets contained in the . . . library . . . Cincinnati (*the library*), 1879. 1. 8°. 6+[5]—61 p.

HARVARD UNIVERSITY LIBRARY. Index to the subject catalog. Cambridge, Mass. (*the library*), 1886-91. 8°. 4+165 p. For sale by the *Library bureau*, Boston.

MAES, C. Saggio d'indice per materie a sistema nuovissimo della R. Biblioteca Universitaria di Roma. Roma (*Forzani*), 1881. 4°. 126+[1] p.

I have not seen the printed systems of classification of the following libraries:
Berlin, K. k. Bibliothek.
Frankfurt a/M. Stadtbibliothek.

UNIFORMITY OF PRACTICE.

Dewey, *L. j.* 3: 231. Cutter, *L. j.* 4: 242; 6: 67. Richardson, *L. j.* 10: 212. Scudder, *L. j.* 12: 224. L. A. U. K. committee on a scheme suitable for general use, *L. A. U. K.* 4-5: 219-20; 6: 3, 176; 7: 3; 8: 4. Bradshaw, *L. A. U. K.* 4-5: 220. Bailey, *Lib. chron.* 3: 110. Fumagalli's *Cataloghi*, 133, 158-59 (in subject catalogs).

CLASSIFICATION BY SUBJECTS.

FOR.—Cutter, *L. j.* 3: 371; 4: 234-43; 6: 66. Dewey, *L. j.* 4: 117-20, 191-94. Perkins, *L. j.* 4: 29. Nicholson, Bullen, and Cutter, *Conf. lib. Lond.* 165-67. Wilson, *L. A. U. K.* 2: 79-84. Poole, *U. S. '76 Rep.* 492. Förstemann, *Central*. 1: 293-303 (on subj. catal.), and Uhlirz, *Central*. 1: 461-7. Kay in *Nineteenth century*, July, 1893, 101-9.

AGAINST.—De Morgan, Jevons, Fumagalli, already cited, and refs. in latter (but on subj. cat. see his *Cataloghi*, 125-76). Magnússon, *Conf. lib. Lond.* 164-66.

LOGICAL OR SCIENTIFIC CLASSIFICATION.

FOR.—Bliss, *L. j.* 7: 104, 251; 14: 240-42, 244. Kephart, *L. j.* 18: 240-42.

AGAINST.—Fletcher, *L. j.* 4: 244. Schwartz, *L. j.* 7: 229. Towry in *Bibliographer*, 5: 168; 6: 62. Fumagalli's *Cataloghi*, 140 *et seq.*

SPECIAL DIFFICULTIES OF CLASSIFICATION.

Jones, *Conf. lib. Lond.* 12 (*L. j.* 2: 110). Perkins, *L. j.* 4: 233-234. Harrassowitz, *Central*. 2: 426-27.

CLASSIFICATION OF PARTICULAR SUBJECTS.

BIOGRAPHY. Larned, *L. j.* 7: 129.

BOOK ARTS. Cutter, *L. j.* 7: 168-72. Carr, *L. j.* 9: 172-75.

COUNTRIES. Cutter, *L. j.* 9: 115-16.

FAIRY TALES, *etc.* Cutter, *L. j.* 6: 67.

FOLK LORE. Cutter, *L. j.* 9: 136. Noyes, *L. j.* 9: 156. Richardson and Bliss, *L. j.* 9: 177. Wheatley, *L. j.* 9: 188.

HISTORY. Lomax, *L. A. U. K.* 3: 67-68.

HISTORY—*French*. (Monod's) Tedder, *Lib.* 1: 15-21.

LAW. Lane, *L. j.* 10: 260-61.

LIBRARY ECONOMY. Cutter, *L. j.* 7: 271.

MATHEMATICAL SCIENCES. Lord Lindsay, *L. j.* 4: 150-52.

MATHEMATICS (Pure). Rowell, *L. j.* 17: 447.

NATURAL SCIENCES. Cutter, *L. j.* 5: 163-66.

PHILOSOPHY. Cutter and Larned, *L. j.* 10: 79-82.

RECREATIVE ARTS. Cutter, *L. j.* 10: 6-7.

SHAKESPEARIANA. Cutter, *L. j.* 9: 137-38. Noyes, *L. j.* 9: 156. Tedder, *L. j.* 11: 441-42, 449.

SOCIOLOGY. Larned, *L. j.* 9: 66-69.

THEOLOGY. Richardson, *L. j.* 8: 320-21.

U. S. (*States*). Cutter, *L. j.* 205-8. G. W. Harris, *Cornell univ. bulletin*, Nov., 1889.

ZOOLOGY. Mann, *L. j.* 5: 143-44.

Classification of a scientific society's library. Scudder, *L. j.* 12: 221-24. Bailey, *Lib. chron.* 3: 109-14.

Classification of a typographical library. Reed, *Lib.* 4: 36-44.

Classification of photographic collections. Borden, *L. j.* 17: 195-97.

LOOSE OR CLOSE CLASSIFICATION.

FOR LOOSE.—Schwartz, *L. j.* 3: 302. Edmands, *L. j.* 6: 119. Fletcher, *L. j.* 10: 316; 11: 209-12, 353; 14: 22-23. Wheatley, *Conf. lib. Lond.*, 128. Kerler, *Central.*, 6: 76-80.

FOR CLOSE.—Garnett, *L. j.* 2: 198. Nicholson, *L. j.* 2: 268. Cutter, *L. j.* 3: 340, 453; 4: 240-41; 6: 66, 119; 10: 180-84, 403, 467; 11: 167, 180-84; 14: 153-54; 15: c100. Poole, *L. j.* 6: 122. Lane, *L. j.* 10: 260; 11: 352-53. Dewey, *L. j.* 11: 350-53. Larned, Biscoe, Richardson, and Coe, *L. j.* 11: 352-53. May, *L. j.* 12: 80. Cole, *L. j.* 12: 356-60.

FIXED OR MOVABLE LOCATION.

FOR FIXED.—Winsor, *L. j.* 6: 116.

FOR MOVABLE.—Cutter, *L. j.* 4: 234, 236; 6: 68-69. Poole, *L. j.* 6: 121-22, and *U. S. '76 Rep.*, 494.

SUBORDINATE ARRANGEMENT.

Dewey, *L. j.* 11: 296-301.

AUTHORS. See the Cutter and Sanborn author tables (Boston, *Library bureau*); also the Edmands table in his new system of classif., and his art., *L. j.* 4: 38-40, 56. Dewey, *L. j.* 4: 43. Cutter, *L. j.* 4: 45-46; 12: 251-52, 549. Massey, *L. j.* 6: 7-9. On Greek and Latin authors see Lane, *L. j.* 9: 50-51, and Cutter, *L. j.* 11: 280-89.

SIZE. Dewey, *L. j.* 4: 118-20.

CHRONOLOGIC. Arnold's, *L. j.* 6: 66. Biscoe, *L. j.* 10: 246-47. G. P[oggiali?], *Le Livre* (bibl. rét.). 9: 252-56.

ACCESSION. Dewey, *L. j.* 4: 120.

TITLES (ex. of difficulties). Cutter, *L. j.* 12: 355.

Notation.

ON MIXING LETTERS AND FIGURES. Cutter, *L. j.* 7: 195-96.

LENGTH OF SYMBOLS. Cutter, *L. j.* 4: 47. Cole, *L. j.* 12: 359-60.

LARGE BASE. Dewey, *L. j.* 4: 7-10, 75-78. Cutter, *L. j.* 4: 88-90; 7: 62-63. Bliss, *L. j.* 16: 6. Marshall, *L. A. U. K.* 3: 77-86.

MNEMONICS. Richardson, *L. j.* 10: 208-11. Schwartz, *L. j.* 11: 232-44. Soule, *L. j.* 14: 286.

NOTATION FOR SMALL LIBRARIES. Cutter, *L. j.* 12: 324-26, 430-31.

LOAN SYSTEMS.

By MARY WRIGHT PLUMMER, Librarian Pratt Institute, Brooklyn.

Definition.—The charging or loan system is that part of a library's administration by which chiefly its communication with borrowers is carried on. The word *loan* applies to it because the books are lent, and the word *charging* because every library, no matter how small, with any pretense to method, has some way of keeping account of these loans.

Requisites.—The characteristic of a loan system best appreciated by the public is the speed with which it can receive and deliver books. The trifling annoyance of having to wait a few minutes for a book will drive many persons away from a library, and to a certain extent from the habit of reading. It therefore behooves the library administrators to consider speed when planning their charging system.

Another requisite is simplicity, not only because it implies speed and makes the work easier, but because it insures greater accuracy. The more complicated the system the greater the chance for error.

The third thing to keep in mind is that the less the borrower's part in the operation the better he likes the system. The library must be sure that it asks of him only the facts absolutely necessary to fill his order, and that any red tape should be kept behind the desk.

These three things, then, are essential, for it is certain that if there is more than one library in a place people will go to the one where they are most quickly waited on with the least trouble to themselves, and with the fewest mistakes.

A library, even a free library, is a business institution, and must keep a record of its transactions. It would be as absurd to keep no accounts in order to please the people and send them away sooner as it would be to enter no charges against the customers of a shop. The tangle that its affairs would soon find themselves in would be infinitely more troublesome to the borrower than the short time spent in waiting while the library recorded a few essential facts. It should therefore be taken for granted, in deciding on a charging system, that the public will be patient and reasonable if the library does not impose on it.

The library, if it keeps pace with the rest of the world, must know what it is doing. It is easy enough to hand out books day after day without knowing or caring whether more people are reading than this time a year ago, whether the best books are really called for, what the prevailing taste of the reading community is, whether people are gradually accumulating private collections of books at the library's expense, whether everyone is getting an equal chance at the popular books, where a book is that people keep calling for and that does not make its appearance, and a dozen other things that will occur to every librarian as details that he must know in order to be master of the situation. If libraries were conducted on the guesswork plan, librarianship would

deserve small pay and smaller honor, for an automaton could be constructed that would take in and hand out books, and learned pigs have been taught to pick out numbers and letters.

The charging system should, to a great extent, tell whether the library is really of use to the community, and in order to do this it must put the library in possession of certain statistics. The question is how to get these statistics at least cost of time and trouble to the public, with least expenditure of labor and least risk of error on the part of the library.

Questions answered by charging systems.—In 1882 the librarian of the Milwaukee public library sent to the *Library journal* the following list of 20 questions, answered by the charging system of that library. The questions in parentheses have been added in preparing this paper, in order to make these questions a basis for examination of various charging systems:

- Is a given book out?
- If out, who has it?
- When did he take it?
- When is it to be sent for as overdue?
- Has the book ever been out?
- How many times and when has the book been out?
- How many (and what) books were issued on a given day?
- 7a (How many (and what) books are due on a given day?)
- 8 How many (and what) books in each class were issued on a given day?
- 9 How many (and what) books are now out, charged to borrowers?
- 10 How many (and what) books are at the bindery?
- 11 Has a certain book been rebound, and when?
- 12 What books have been discarded?
- 13 Does the circulation of a discarded book warrant its being replaced?
- 14 Has a given borrower a book charged to him?
- 14a (How many books are charged to him?)
- 14b (What books are charged to him?)
- 15 How many persons have now books charged to them?
- 16 Are these the persons who registered earliest or latest?
- 17 How often has a borrower made use of the library?
- 18 Has a borrower had a given book before?
- 19 What has been the character of the borrower's reading?
- 20 Is the borrower's card still in force and used?
- 21 (Has this person a right to draw books?)

The principle of the grouping given above will be readily understood to be a rough classification by book, date, and borrower's account.

It does not follow necessarily that the system which answers the most questions is the best, for they may be answered at an expense of time and labor out of all proportion to the value of the information. That is a point which each library must decide for itself. The college library, the free city library, the village library, have a widely differing patronage and quite as widely differing resources.

Loan systems may be roughly divided into four groups: Ledger systems, temporary-slip systems, permanent-slip or card systems, indicator

systems. There are many ingenious devices that belong to none of these, but they are used in so few libraries that they hardly merit the name of system.

Ledger system.—By ledger system we now mean a system in which books are used for recording charges. It is often taken for granted that in using a ledger the library keeps its accounts only under the borrower's name; but it is possible to keep trace of the books also, and even to keep the accounts by date. Originally the charges were made in a daybook, a simple daily record of transactions such as kept by any retail shopman. No doubt it was considered a great step in advance when the library began to post these daily entries in a regular ledger instead of looking back through all its charges till the one wanted was found.

The ledger account by borrower has the borrower's name for a heading and should have a page to itself in order that no two borrowers shall have the same folio number. The call number of the book and the date of issue are noted in pencil in columns or squares ruled for them, and when the book is returned the borrower's folio number, if he has forgotten it, may be found from the index at the back of the ledger, and the entry is either crossed off or the date of return noted, which closes the account till another book is drawn. The advantages and disadvantages of this method may be summed up as follows:

ADVANTAGES.

1. The entries can not be lost or mislaid.
2. The ledger takes up less space than the same information in any other form.
3. It can be handled rapidly.
- 4.¹ The borrower's previous reading shows and may help in making selections for him or prevent the second taking of a book by mistake.
5. It is easy to tell when a borrower's connection with the library ceases and how many live accounts there are on the book.

DISADVANTAGES.

1. Impossible to change the order of accounts to alphabetic² or other order to get at certain facts.
2. Pages, when soiled, can not be replaced.
- 3.³ In the course of time an active reader may have several folio numbers, which would tend to confusion.
4. But one person can use the ledger at a time.
5. It is next to impossible to get at the delinquent accounts in order to send notices.

Applying the test of our 21 questions, we find that it answers easily 14–20, inclusive, nearly all, in fact, that apply to the reader; but with great difficulty, if at all, can the answers to 1–13 be found. By means of a daybook, questions 7 and 8 may be answered also. This gives the

¹ This advantage and this disadvantage may be found in some other systems.

² This necessitates an index to find the borrower's page while the card system is its own index.—M. D.

³ This advantage and this disadvantage may be found in some other systems.

additional advantages that the charge is very quickly made, the posting being postponed to a leisure moment, and that the circulation of each day can be easily classified, footed up, and set down. This book, like the ledger, can be used by only one person at a time, and it can not be used for discharging debts unless the date be given as a key.

In the *Library journal* for 1883 a description is given of the method used by many Canadian libraries, notably those of the Mechanics' institutes, in which two ledgers figure, the one arranged by readers' accounts, the other by call numbers for the books, making book accounts. A daybook is used with this system, for the sake of speedy charging.

To the borrower the daybook charge is very likely to be satisfactory. He has only to give the call number of the book wanted and his name. The charge is dashed down and he does not need to wait. When he returns the book, his name or folio number refers to the charge, now on the ledger, which is crossed off or the date of return jotted down opposite it, and that is all. He knows nothing of the time and labor given to rewriting every charge, or the difficulties that arise each day from the fact that the library has no account with the book.

Temporary-slip system.—The inflexibility of the ledger system could not fail to be felt, and it has been superseded in many libraries by the temporary-slip system, of which a great advantage over the ledger system is that more than one person at a time can be engaged in charging and discharging books. The slips may be used exactly as the ledger pages are used to keep an account with the reader, the difference in that case being that the ledger is a permanent and the slip a temporary record. The slip may be written out by the borrower, in which case it serves as a receipt, or by the assistant for the sake of greater speed. It is usually required that the borrower's name or number, the call number of the book (or its author and title), and the date be written. When the book is returned and fines paid, if any, the slip may be destroyed or returned to the borrower. The slips may be arranged in a tray or in pigeonholes in any of three ways: (1) With guide cards or blocks for each day, making a daybook; (2) by borrower's name or number, making an account with the borrower; (3) by call number, making an account with the book.

The first arrangement has the advantages of the regular daybook as to speed, provided that all that is written on the slip be the borrower's name or number and the call number. The date is here not necessary, although it is well to have it lest a slip should by accident be taken from its compartment. The slip is then dropped into the tray in the proper date division, and the borrower goes away with his book. The disadvantage is also the same, that, without remembering the date, a charge can not be canceled. It would be possible to keep a ledger in connection with this arrangement of slips, as with the regular daybook. The questions answered would then be 7, 8, 9, 14–20. It has the advan-

tage over the daybook that after the arrangement by date the slips can be put in a subarrangement by borrower's number or call number, and that the dates once written on the guides do not have to be rewritten. The daybook, on the other hand, by the mere lapse of time, becomes a record of delinquents in such shape that it can not be lost, whereas the delinquent slips, in order to be quite safe, must be copied into a book after a certain period.

When the slips are arranged by borrower's name or number, they represent the borrower's ledger with its outstanding accounts only. As the slips themselves are usually of thin paper, it is customary to have cardboard guides, each bearing a borrower's name or number, or both, and when the charge is made the slip is dropped behind or in front of the borrower's card and remains there while the book is out. If the guides are arranged by borrowers' numbers there must be an alphabetic index to the tray, as the numbers are often forgotten. This system answers questions 9, 14, 14a, 14b, 15, 16. The questions 17-20, which are answered by the ledger system, can not be solved by any temporary record. The main advantage of this way of keeping the borrowers' accounts is the one mentioned above as pertaining to any slip system, that more than one person may work at it at one time. It requires more writing than the ledger, inasmuch as the borrower's name or number must be recorded. The difficulty of getting at the number of overdue books is quite as great, and if delinquent notices are sent the whole tray must be overhauled periodically. If these notices are sent only at long intervals, as in many subscription libraries, this is not so strong an objection as in the case of public libraries, which must send out notices daily. To the college library, or one that was watchful of its influence on various classes of readers, the fact that the record of a borrower's reading could not be kept would be a strong objection to the temporary slip system.

The third arrangement, that of keeping the slips in order of the call number of the books, has been seldom tried where the slips were for temporary use only. It answers questions 1-4, 9. The objection with regard to delinquent notices holds here, as in the previous arrangement. Any change in the character of the circulation within a given period would fail to be noticed by this system. Its main advantage lies in its speedy answer to questions 1, 2, and 3, questions which are more often asked, perhaps, than any other, and in its convenience when it becomes time to take the inventory. It is but fair to the last two arrangements to say that if the day's circulation is kept apart from the other charges till it can be classified and counted, one of the above disadvantages, the inability to discover changes in the character of the general reading, would disappear, and questions 7 and 8 could be answered.

In some libraries the slip is made large enough to serve for a list of books, and if handed back to the borrower when he returns one book may serve him to select another.

The late librarian of Princeton, Dr. F. Vinton, suggested in *Library journal*, 2: 53-7, that the slips, before being sorted in their pigeon-holes, be copied, in order to make two arrangements possible, one by borrowers and one by books. Whenever there is copying done, there is an extra liability to mistakes, and the writer suggests, instead, the use of the carbon copy used by many dry goods and notion houses to make duplicate checks for goods bought. Both entries would be in the same writing, made simultaneously, and if one was correct the other would have to be.

Card system.—The *card system* differs from the slip system chiefly from the fact that the cards, larger and more durable than slips, are kept as a permanent record. Aside from this, they are subject to the same limitation, admit of the same arrangement, and answer the same purposes as slips.

If but one kind of card is used by the library, it can be arranged with others to form an account with the borrower, with the book, or by date; and the same subarrangements possible with the slips are possible here. The advantages and disadvantages are the same as with the same arrangement of slips. With cards it is advisable to have ruled columns to keep the record. If the card is a borrower's card, the columns should contain the call number and the dates of taking and of return. If it is a book card, that is, kept in order of the call numbers, the columns should contain borrower's number and dates. Some libraries show the discharge of a debt by stamping or punching out the charge instead of stamping the return date, which is thus lost from the records. The borrower's card, kept by the library, answers questions 14-20, inclusive. By keeping the day's charges in a separate place till the end of the day's circulation, questions 7 and 8 may be answered. If a single card is a book card, it will answer questions 1-6, 13, 18, with 7 and 8 if the day's charges are kept apart and counted. If the book card is used, it may be kept in a pocket in the book when the book is in, or it may be placed in a separate tray at the desk to show what books are in and save useless trips to the shelves. Used in this way, it helps to form a card indicator, at the same time lessening the risk of loss of the card. If the cards of books out are kept in strict call-number order, without subarrangement by date, they may serve to indicate instantly the books out and thus fulfill the same office. The pocket for the book card is very generally used in libraries that have the book card. It serves for the borrower's card when the book is out, in case the borrower carries his own card, and lessens the risk of its loss. The labor of pocketing and repocketing, however, is considerable, and even aside from this, the writer questions whether for the library with few attendants the advantages from the card indicator do not outweigh those from the use of the pocket.

The card has an advantage over the slip, inasmuch as the library can obtain from it, according to the arrangement by book or borrower,

a record of the book's use or the borrower's reading. It is customary, in date systems, to have the date of taking written or stamped somewhere in the book, either on the pocket or on a date slip tipped into the book, to avoid the necessity of leaving the fact to the memory of borrower or assistant.

Two-card system.—We come now to the *two-card systems*, in which the cards are those of the borrower and of the book, the latter kept usually in date order. We shall take up first the system which allows (or obliges) the borrower to carry his own card and present it when he wants a book. This provision answers at once question 21, the presumption being that if the borrower is not the person presenting the card he has delegated his authority to that person by giving him the card. A system without any card carried by the borrower either causes the library to run the risk of giving books to persons who have no right to draw them, or, as in the case of the Apprentices library in New York city, must require a written order when a book is wanted and no book is returned for exchange, and compare the signature of the order with that on the register. The library with a small clientele runs no great risk in requiring no card of identification, as every borrower would be apt to be known at the library, but the city library, with its large and ever-shifting body of readers, must have some method of identifying them and the card is certainly the simplest.

The borrower's card for identification and the same as a part of the charging system are different things. For either use, the card should contain the borrower's name, address, number, and the date of expiration of his privileges.

There is a risk in making the borrower's card an essential part of the charging system when it is carried by the borrower, on account of the liability to loss; but if the facts noted on it serve simply as a check or to corroborate the record kept at the library, the question becomes simply one of economy of time and labor. The two-card system most widely used is probably that in which the borrower's card records the call number and date, and the book card the borrower's number and date. On the return of a book, the dating slip in it and the date on the borrower's card should confirm each other, the latter can be marked with date of return and handed back, while the book card can be easily found by means of the number in the book at any convenient moment, whether kept in strict call-number order or by date. When found, the date of return is noted on it, the card placed in the pocket or the card indicator, and the process is complete. It will be noted that very little of this has to be done in the borrower's presence. The question arises, of what use is the call number on the borrower's card, as it seems to be unnecessary in the checking off process. It gives, of course, a record of the borrower's reading, but as he carries it that is of no particular value to the librarian. It gives no clew to the book, if lost, as the card is generally kept in the pocket and lost with the book.

Some libraries dispense with this record, therefore, and save the time of writing. By doing this, the amount of writing before a book goes out is reduced to the date on the borrower's card, and the borrower's number and date on the book card. This item can be omitted, however, only in case the library allows but one book on a card. The question may also be asked, what is the use of the date on the book card, if it is already on the borrower's card and in the book, and the book cards are kept in date arrangement? One reason for this is that the book card is a record kept by the library, and the time of keeping a book is often a matter of interest in the gathering of statistics and a guide to a reader's thoroughness; another, that if a book card should get out of its compartment by accident, there would be no way of finding its place again if it bore no date.

By this system questions 1-9, 13-14, 17-21 are answered. Questions 10-12 may be answered by any system using the book card, provided the cards of books sent to the binder or discarded are kept in separate compartments in the charging tray, by order of their call numbers. It must be remembered, however, that the answers to questions 14, 17, 19, 20, and 21 are in the hands of the borrower and liable at any time to be lost. This system, with variations, is growing in favor among librarians, and has much to recommend it.

The *modus operandi* of the Milwaukee public library, the Apprentices' library of New York City, the library of the Boston Athenæum, and of the Buffalo library has been described in the *Library journal* with some fullness and will be found interesting and suggestive, but would occupy too much space if described here. Of the few card systems which are in use in English libraries, we may mention the system of the Bradford library, which is described in the *Library*, vol. 3: 390.

Dummy system.—The dummy system is an ingenious one for use in libraries with a limited constituency. Each borrower is represented by a wooden dummy, with his name and number on the outer edge. The sides are covered with paper ruled in columns. When a borrower wishes a book his dummy is taken from the alphabetic or numerical arrangement in which it is kept, the call number and date of issue noted on it, and it then takes the place of the book on the shelf. The return of the book gives the call number, the dummy is found and the charge canceled, the book returned to its place, and the dummy is ready for another charge and to take the place of another book. If there is a call for a book not in, the dummy shows who has it and when it is due. This answers questions 1-4, 9-9a, 15, when the borrower is using a book, and 14, 17, 18, 19, when he has no book.

Indicator System.—It is said that where the indicator is used for charging, as in many English libraries, the same method does not prevail in any two libraries; hence it is unnecessary to detail the various systems; they differ from American charging systems chiefly in making use of a perpendicular instead of a horizontal tray for the cards or blocks.

The indicator is a large wooden frame containing tiny oblong pigeon-holes, into which are fitted blocks, pegs, or cardboard slips representing the books in the library, or certain classes of books. On both ends of the block is printed the call number of the book, one end having a blue ground, the other a red one. By making the red represent books in, and the blue books out, the public can tell at once if a given book can be had and need not ask useless questions. The saving of time and labor, therefore, is greater than with the card indicator, where the assistant has to look through the cards in order to say if a book is in, but both devices save unnecessary journeys to the shelves, and the card indicator occupies less space. The use of the block indicator is confined, so far, almost entirely to British libraries. Where the indicator is used for charging, the block is superseded by a tiny book in which the charges are made, the top and bottom of the book being colored like the blocks referred to.

A feature that exists in some of the indicator systems and in many card systems is the movable date tray. The date register of the indicator has, for instance, 11 columns for books not overdue and one extra column for overdue books, and the date tray has 14 compartments for the former and one for the latter. These trays move from right to left. As to-day's circulation becomes yesterday's, its tray is moved one space to the left, while the fourteenth tray shows that all cards left in it represent books one day overdue. These are removed to the tray for delinquents, leaving the empty tray to be used for the day's circulation.

For a brief historical treatment of charging systems and the statistics of their use by United States libraries in 1889, see admirable report by H. J. Carr, in A. L. A. proceedings for 1889, pages 203-214.

For bibliography of charging systems from 1876 to 1888, see appendix to above report, or *L. j.*, 1889, 14: 213-214.

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ELEMENTS OF LIBRARY BINDING.

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Though the principles of library bookbinding are well known to librarians, a novice has difficulty in finding a usable statement of them. There are numerous good books on binding, but they are either text-books for the use of practical workmen or expositions of the history and artistic development of binding, written for book lovers and collectors. All these books are interesting and useful, but none of them give compactly just the information needed by practical librarians.

While the *Public libraries* report of 1876, the proceedings of the A. L. A., and the L. A. U. K., the *Library journal*, and other library periodicals and manuals contain nearly all of value on the subject, yet there are many partly conflicting statements which must be examined and some misstatements which must be corrected. Binding a book means not only covering it, but preserving it. As binding is always expensive, a careful librarian must see that he gets the best binding for the purpose for the least money.

Guard against extravagant or wasteful methods or habits of false economy, which are far worse. Good binding, even at a high price, has the advantages of educating public taste and promoting a desire to protect a library from injury and loss.

Cheap binding not only degrades books, but is actually liable to cost more in the end than good work. The labor expended on a book properly bound in half morocco, calf, or sheep should be worth about the same, and is not much less for a cloth binding, so that if unsuitable material is used, not only must it be replaced, but the labor, generally the most expensive item, must be paid for a second time. Each time a book is taken apart, scraped, cut, and rebound, it is more or less injured, and, if this is kept up, must in time be ruined. Strong, solid work and good materials are always worth their price, and 20 per cent added to the first cost of binding may often be regarded as insurance against further expense.

As waste comes from not using material suited to the purpose, and as the market is full of fraudulent materials, the beginner's first business is to inform himself carefully as to character, value, cost, and strength of all common binding materials.

The most important binding material is that covering the back and forming the hinges. This costs most, represents most labor, and has hardest usage, but must not wear out if the binding is to be preserved. It is therefore necessary to know what material is best for different uses, and what grades of different materials will give greatest service for the cost. All who understand this subject agree on morocco as best for a book which is to have considerable use, but is not to be worn out

in circulation. Morocco or goatskin has by nature a long, tough texture, and is supposed to be, and generally is, tanned by simple methods and not by modern chemical processes, so it will not only stand constant hard usage but will resist better than other leathers the corroding influences of heat, foul air, and gas. But moroccos vary widely in quality and price, and are so cleverly imitated as to deceive even the best informed. Not only is it often hard to tell imitations from genuine morocco when in books, but still harder to tell the different grades of morocco from each other, so the only way that the inexperienced can keep from being cheated is to employ honest binders.

That only the best morocco should be used is not strictly true. Use the best for each purpose; but the same thing is not best for all uses. The best morocco is Levant, costing from \$42 to \$60 a dozen, or from \$3.50 to \$5 a skin. This is about 50 to 65 cents a square foot, or about 20 to 30 cents for each half-bound 8°. Though Levant is not only the handsomest morocco, but will outlast all others, its use in a library is generally counted extravagant, because its endurance is not proportionate to its added cost. Some few librarians, however, believe otherwise, and continue to use Levant.

The morocco best suited for library use is the grade known in the market as "Haussmann" or "genuine morocco," which costs, according to size, thickness, and finish, from \$18 to \$33 a dozen, or from \$1.50 to \$2.75 per skin. All this grade of leather is good for some kinds of work, but usually that costing most is most enduring and hence cheapest. Morocco which costs from \$26 to \$33 a dozen, if it is of proper finish and thickness for good work, will cost just about the same per square foot, from 38 to 40 cents, the difference in price representing the difference in size only. Since the smaller skins are always open to suspicion as to their general quality and usually give more waste, those costing from \$30 to \$33 per dozen are preferable, unless for some special reason. A \$2.75 skin measures about 7 square feet, so this leather approximates 40 cents per square foot, or from 13 to 15 cents for a half-bound 8°. As price of leather, size of skins, size of books, amount of waste, etc., are variable, all binding figures are approximations.

The cheaper grades of "genuine morocco," costing from \$18 to \$24 per dozen, are smaller and thinner skins, and can be used to advantage only on small books having no hard use. This leather costs about the same as the better Persian morocco described below, but for most purposes is better.

Persians in common use usually cost from \$15 to \$20 a dozen, though they vary from \$10 to \$24. The better grades of this skin are about the size of the cheaper grades of "genuine morocco," and average about 6 square feet, though some of the very best are as large as Haussmann skins. Averaging ordinary sizes and prices of Persian morocco, it costs about 20 to 25 cents a square foot, or, approximately, from 8 to 10 cents for each half-bound 8°.

There seems to be little use for Persians, as only the better qualities, which overlap in price the cheaper grades of "genuine morocco," can be trusted. Librarians in this country who have tried it do not report it satisfactory, though English circulating libraries, like Mudie's and Smith's, now use considerable of it. Persian, though looking and wearing pretty well, is more apt to fade than "genuine morocco," and on exposure to heat sooner becomes hard and brittle. The lighter shades are apt to streak and scratch, so that the darker shades only are commonly in market.

There are other grades of morocco, at from \$6 to \$12 a dozen, but the skins are very small and thin and have no place in library work, and indeed are very little used for binding.

The so-called French and German moroccos, \$15 to \$18 a dozen, or about 7 to 9 cents for a half-bound 8°, are not much used in this country for library binding, though many imported books are bound in them. While most, if not all, this leather is made from sheepskin, yet it is often so well tanned that it will wear nearly as well as Persian, and European binders do not hesitate to advertise it under that name. It should, however, be avoided.

Another imitation of morocco made from Persian sheep is known as bock. It is a small skin, costing \$9 to \$11 a dozen, or from 5 to 7 cents for a half-bound 8°. It wears scarcely better than good roan, and is a dangerous imitation, because it is hardly distinguishable from morocco on newly bound books. A considerable number of libraries, however, still use it.

Other imitations of morocco are often made from common sheepskin, buffing, and other leathers, but as a rule they are not hard to detect. They are all bad.

J. B. Nicholson (*Manual on the Art of Bookbinding*, Phil., 1856, p. 16) says that "there are in the British Museum books in calf supposed to have been bound in the time of Henry VIII." Whether this is true or not, certainly no calf binding done to-day will ever reach such antiquity. Calf in private collections is one of the handsomest of bindings, but for library purposes it must be condemned. Grades commonly used cost from \$21 to \$29 a dozen, and the cost per book of the different grades is almost the same as for morocco. As it requires careful handling in the bindery to keep it from soiling and needs extra finishing, the cost of calf work is apt to be still higher in proportion.

Aside from cost, calf has many faults. It becomes brittle and wears out at the joints; it is reduced to powder by heat and gas, so that volumes will often break their bindings by their own weight, and on account of the even, close grain it is easily soiled and scratched. Though these bad qualities are generally admitted, some librarians still prefer to stand the trouble and expense of using it rather than change the binding on long and handsome sets, and some contend that it is a good leather for circulating books, as it does not rot when in con-

stant use. All having to do with law books regret that full calf bindings are so largely used by British and colonial law publishers, as this style of binding is very dear, and yet hardly more useful than ordinary half-law sheep.

Sheepskin, too, whether as black sheep, roan, or skiver, ought to be avoided when possible, as it is thoroughly unreliable. Roan costs from \$8 to \$11 a dozen, and varies much in durability and according to no known law, except that black and very dark leather is apt to be poorest. Skivers, or split roan, cost from \$5 to \$9 per dozen, and vary in strength from paper upwards, the best being more lasting than some roans. Skiver of course can only be used on very thin books, but even on them cloth is much better if the book is not worth a morocco binding. Likewise it is well to substitute morocco or duck for roan on much-used books, or cloth if the book will spend most of its time on the shelves, as roan will stand neither the effects of usage nor of time.

Law sheep, \$6 to \$12 a dozen, and law skiver, which costs the same, though standard bindings for law books and public documents, and in considerable use for other purposes, are thoroughly bad, as they look mean, wear poorly, and are dirty to handle. Their use in libraries should be curtailed as much as possible, specially as substitutes are easily found that look and wear better and cost less.

Without a doubt, better sheepskin than that now in market could be made. Sheep and even skiver bindings used for forty or fifty years are not uncommon, and the old sumac-tanned sheep was really an excellent binding, but the sheepskin now sold is hopelessly bad. Skiver, sheep, and roan are worth from 7 to 10 cents per square foot, or from 2 to 2½ cents for a half-bound 8°.

Another bad leather is russia, but as it is expensive, costing from \$3.50 to \$6 per skin, according to size, it is not much used. It is stronger than calf, but, like it, wears out at the joints and crumbles under action of heat and gas. The theory that its peculiar odor protects it from worms has been long ago exploded.

Much better than genuine russia is its imitation, American russia. It is made from cowhide, and is a good, strong leather, the best next to morocco. American russia costs from 12 to 18 cents a square foot when plain, or from 16 to 24 cents a square foot when grained to imitate morocco, seal, or other leathers. This is about 3 to 6 cents for each 8° book for plain, and 4 to 8 cents for the fancy kind. Buffing, or split American russia, costs from 5 to 10 cents a square foot, or from 1½ to 2½ cents per 8°. The durability of this leather depends very much on its thickness. When thick it can be used on maps, newspapers, etc., with good results, though better results can be had for less money from duck. For a cheap leather binding American russia is preferable to roan or sheep, and indeed will wear better than any other leather except morocco. For law books, public documents, etc., American russia of almost the exact shade of law sheep can be had which will

wear far better than sheep and cost not more than 2 cents a volume more than half sheep.

Pigskin now in the market costs from \$7.25 to \$11.75, according to size, quality, and finish. It has a handsome finish and a grain quite as good looking as morocco. As a pigskin is from two to three times larger than a genuine morocco, the price per square foot is about the same. It is an intractable leather and requires careful handling to make it look well in a book. It tends to harden and become brittle if not handled often, and is suspected of mildewing, so it seems unwise to bind in it for general use. However, it seems a very good if not the best material for table books, such as dictionaries, catalogs, etc., as it stands rough usage without scratching or becoming shabby.

The use of buckram in this country has never been large, and many librarians who have experimented with it have given it up. It is not at all cheap, as it costs 35 to 50 cents a yard. It is hard to work, as it takes glue and gold badly. On exposure it becomes brittle and is liable to fade like any book cloth. Linen buckram, the highest priced and best, has been practically unknown to the American market from the first, though, as it is hard to tell it from the cotton cloth, the fact is not generally known. Wherever buckram is used duck will answer most of the purposes at less cost, as it is worth only from 10 to 20 cents per yard. Duck is easily worked and possesses all the requirements for a strong, cheap binding suitable for circulating libraries, oversize books in little use, maps, and newspapers. On the other hand, duck is rough, ill looking, and will not take gold lettering well; and as it is not wise to letter on labels, one is limited to shades light enough to show ink lettering and dark enough not to show soil. Since the friction of duck is great, it is always a good plan to bind very large volumes in half duck with paper sides. The use of half duck on smaller books is growing in favor.

Books having infrequent use, if not oversize, will last quite as well in cloth as in leather. Book cloth, costing from 12 to 20 cents per yard, will answer even better than expensive morocco, since heat and gas have no effect on its vegetable fiber. Remember, though, that cloth work is generally case work and will not stand much wear.

The use of vellum in this country has so far disappeared that no data regarding it can be obtained. Some of the English binders claim to use it with satisfaction.

When binding in leather avoid both very light shades, which are most expensive and will not keep clean, and very dark, specially black and very dark green, which may be tender. Skins which are failures in lighter shades are often re-dyed black, and this tends to rot the leather. The best colors are the lighter browns, red, light greens, olive, blue, and maroon.

Bindings should be pleasing to the eye and sufficiently diversified not to rob the books of their individuality. But as it is annoying to choose

a color for each book and to have innumerable styles which must be matched, different color schemes have been devised and used by different librarians, some assigning colors to subjects, some to languages, etc. None of these schemes are without objections, and none are in common use.

Reports of societies, institutions, etc., should be bound by regular periods, such as decades or semidecades, as they are more useful in such condition. Pamphlets when bound should be flush at the top so as not to gather dust. Some larger libraries bind covers of periodicals, pamphlets, and books issued in parts, some placing them at the end of the volume and others binding them in their original order. The custom, too, is gaining favor of binding half titles, advertising leaves, etc., with the covers. This custom is not indorsed for any but very large reference libraries, as it materially adds to the expense; but for them it is strongly recommended. The public have the right to expect that a library maintained in part for collecting and preserving records of human thought and action will not neglect to preserve in original form the issue of the contemporary press; and a proper regard for the future demands the preservation of all the printed matter possible.

Sewing.—To secure the best results in sewing—to gain strength and flexibility—the book must not be deeply sewed, and every fold of more than four leaves should be sewn “all along” whenever possible. If, however, a smaller thread must be used in sewing all along to produce the correct swell to the back, it is better to sew “two on” or alternately with a stronger thread. Hayes’s Irish linen thread, costing from 90 cents to \$1.10 per pound, will give best results. Every volume above a 16mo should be sewn on at least three bands, and this number should be increased according to size and thickness of volume. The thread in all cases should always completely encircle each band, not simply pass over or under it in a loop. The first and last signatures should be overcast or whip-stitched, or sewed with a sewing machine.

All maps and folding plates in books which have much use should be backed with muslin, but as this costs 6 cents apiece, for less used books a muslin joint at the fold can be used, costing only about a third as much. All plates, however, in large volumes should be mounted at least on a cloth guard, or they are apt to be crumpled or torn.

Books which are sewn on tapes, parchment strips, or other raised bands, last better and open more freely than others, with the added advantage of not being deeply sewed. Some suppose that they are not sewed at all, but as a rule a shallow cut is made on each side of the band to guide the sewer.

Raised-band sewing not being generally practiced, and sewers being unskilled in doing the work, it is apt to be expensive, sometimes three or four times the price of ordinary sewing. But if raised-band sewing were more common there seems to be no reason why the cost should

be more than 5 or 10 cents a volume higher than good band sewing. Outside the large cities almost the only place where tape sewing is practiced is in certain blank-book binderies, and such places, as a rule, do not do good library binding.

In spite of the added cost, books having the most frequent use should be sewed without sawing or on raised bands. On books of music, volumes of maps, plates, manuscripts, and other works which should open with the greatest freedom, tapes should be used.

Tapes are not generally laced into boards, but are glued on the inside of the covers, so in this respect band sewing has the advantage as the bands can be laced completely through the board, thus giving the book greater strength.

Every book, if bound for use, should have vellum corners, which, if properly put on, is a great protection in case the book is carelessly dropped, as it will dent the wood of the floor rather than break. These corners should be carefully skived down so as not to make a projection against which the siding will wear itself out, and should be not less than 3 cm. long on a book larger than a 12mo as, in case of a fall, a small corner will help break off the board inclosed by it. There should be no added charge for vellum over leather corners, as scrap vellum is large enough for this use.

Whether tight or loose backs are the better is hard to determine. The latter are used by most American libraries, presumably for good reasons, while the former are recommended by nearly all binding experts. In a tight back, the leather being fastened to the back forms part of the book itself, binding it close at every point and acting as a hinge joint at each place where the book is opened. In a loose back, the leather is hardly more than a connection between the boards, the first linings being all the support to the back; hence, at the joint at the edge of the board there is a constant strain which must result in breaking the cord if the book is in frequent use. Unless a tight back is well made it will not wear smoothly nor open freely; but when the work is well done it will outlast a loose back and will open very nearly as well. A loose back looks better, especially when finished with false raised bands, but as these bands add nothing to the strength of a book, and may even weaken the leather, their use is inadvisable.

The cost of finishing the tops and edges should be reduced as much as possible, as all that is needed is to protect the top from dust. Burnishing with agate at a cost not exceeding $1\frac{1}{2}$ cents a volume will do this almost as well as gilding, which costs from 10 to 20 cents a top, or marbling at from 3 to 5 cents, or coloring at about 10 cents per volume. In finishing the back all tooling and ornamentation should be eschewed, except perhaps plain gilt cross lines and blind tooling to divide the back into panels, and perhaps a plain gilt fillet where the leather and sidings join. The lettering should be in plain Roman capitals and

Arabic numerals, large enough to be easily read, and should be stamped on the binding and never on labels, which are liable to come off. Use of old English, German, or other fancy types, punctuation marks, and Roman notation, is confusing to the eye and should not be allowed. It is a great convenience to have the lettering always in the same relative position, and the following arrangement is recommended: Name of author in top panel, with initials if needed; a brief comprehensive title condensed from title-page if possible, in the second; editor, translator, or commentator, if necessary, in the third; and the year, whole number of the volume, the series and series volume, in the order mentioned, without prefixing v., vol., band, etc., in the fourth. Rarely, as in newspapers, it is well also to add the months. When books are bound together put the author of the leading book in the top panel and its title in the second, and the author and title of the second book in the third panel. When books have permanent class and book numbers they should be gilded on the bottom panel in 8° and smaller volumes, and in the top of the first panel of larger volumes. Lettering costs only from 3 to 5 cents per line, and the saving in time and trouble spent in constantly replacing paper numbers will warrant the outlay.

Paper sidings are ordinarily most satisfactory, cost 2 or 3 cents less than cloth and wear almost as long. They give little friction on the shelves, do not curl at the edges, fray at the ends, nor blister with moisture, as will cloth. Moreover, paper when worn out can be more easily replaced. Full leather work, except in rare cases, is very costly, and having no advantage has no place in a library.

Cost of binding varies so much in different places and with the style and quality of work, that it is hard to give reliable figures. According to the answers given to the binding circular sent out by the comparative library exhibit, an 8° binding costs in—

Boards.....	\$0.08 to \$0.25	Half russia	\$0.95 to \$1.00
Muslin.....	.25 to .85	Half vellum	2.00 to 3.00
Duck .....	.25 to .90	Half pigskin.....	.50 to 1.50
Buckram.....	.40 to .65	Half calf .....	.60 to 1.20
Half skiver .....	.50 to .55	Half buck .....	.50 to 1.00
Half sheep.....	.30 to 1.00	Half Persian goat.....	.37 to 1.25
Half roan.....	.25 to .90	Half Turkey morocco....	.40 to 1.50
Half buffing .....	.28 to .90	Half grosgrain morocco ..	.95 to 1.50
Half American russia ....	.40 to 1.00	Half Levant morocco ....	.75 to 2.50

For other sizes there is quite as much difference and clearly no practical use can be made of these figures. Judging from the actual cost of work in the New York State library bindery and from the prices for which work can be done by contract in New York State, it would seem that work, according to our specifications, in which all grades of work

are as thoroughly sewed and carefully forwarded as in the best morocco (except that muslin binding is case work), is worth as follows:

Size.		Half morocco.	Half duck.	Cloth.	Half law sheep or American russia.
Symbol.	In centimeters.				
F	30-35	\$1.50	\$1.25	\$1.00	\$1.35
Q	25-30	1.20	.95	.70	1.00
O	20-25	.95	.70	.60	.75
D	15-20	.75	.60	.50	.65
S	15-17.5	.60	.45	.35	.50

While in parts of the country, owing to competition and other causes, binding prices have gone down within the last few years, yet, as in most European countries the cost has risen in spite of competition, we have no reason to expect that work will ever be much cheaper here than at present.

Of foreign work the French is cheapest and most satisfactory. English binding, when in morocco, is excellent, specially in the forwarding; and German work, while sometimes not so good as either of the others, is now generally good, and is certainly an advance on that of a few years ago.

The cost of binding an 8° in half morocco is, in London, 3s. 6d. [84 cents]; in Leipzig, 2m. 25pf. [56 cents]; in Paris, 2f. [40 cents], so money can still be saved by having books bound abroad.

The temptation to start a bindery in a library is often very great to anyone familiar with the cost and character of good work. Good binderies and fair prices are not common even in large cities, and in places remote from these centers bookbinding is either crudely done or is charged for at fancy rates.

A library wishing first-class work of all kinds will almost certainly lose money by doing its own work, if its binding account is not more than \$2,500 per year, and if it expends from \$2,500 to \$3,000 it will still be on the doubtful list, but on larger sums it should make money. Success depends entirely on a proper subdivision of labor, and no bindery can hope to make a profit if it has not work for at least three hands. The experiment has been thoroughly tried, and enough data have been collected to show that none but large and rapidly growing libraries can expect to run a bindery at a profit, and that even these can hope for only small financial gain.

One great exception to this rule should be noted. Some of the rapidly circulating libraries in large cities, where books are bound for constant use, and with the expectation that many will wear out in service, have found that they can save money by doing their own work when their binding bill is no more than \$1,000 or \$1,500 a year. Not requiring good workmanship, cost of labor is low, sometimes less than \$900; and by binding in duck, buffing, and other cheap materials, often using the old covers, the cost of stock is kept down, sometimes below

5 cents a volume. They find that in binding 3,500 volumes or more they can save money. This kind of binding is suitable for this purpose, but has no place in a library which binds for preservation. In that the case is different. Suppose you have your plant, which will cost from \$650 to \$800, all paid for, and are willing to leave out of calculation the interest on both plant and stock, cost of light, heat, bookkeeping, insurance, etc., and you expect to do \$2,500 worth of work a year. You will require a finisher at \$20 a week, a forwarder at \$12, and a sewer at \$6, so in round numbers the labor will cost \$1,975 a year. But the stock used in doing this work, if conditions are the same as now exist in the New York State library, will cost from \$575 to \$625, so that total cost will be from \$2,550 to \$2,600. If, however, you do \$3,000 worth of work, you may require another hand, an apprentice at \$4 a week, which will make your labor cost in round numbers \$2,185, and the stock will cost from \$690 to \$750, so that the total cost will be from \$2,875 to \$2,935.

These approximations, deduced from practical experience, are meant to represent in all cases the highest cost and most disadvantageous circumstances. The indirect advantages, however, are many and valuable: Safety, convenience, saving of time, certainty of having work done as wanted, and the ability to have work done outside at figures much lower than binders would give if they did not have to compete with your own. These advantages are not to be disregarded or underestimated, but if direct money gain alone is to be considered it can not be looked for in a library bindery.

SCHOOL AND COLLEGE LIBRARIES.

By GEORGE T. LITTLE,

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The object of school and college libraries is to aid in the education of a limited number of persons. This aim separates them in a measure from public libraries and alone justifies the attempt to treat in a single chapter of the administration of collections varying in size from 300 to 300,000 volumes.¹

No institution of learning can live without books. No group of students, whether young or old, can grow in knowledge without access to a library. This library becomes for the time being an agent in their education. Like any piece of school apparatus it may bring injury by misuse, lose its value by neglect, or, well managed, produce results beneficial beyond anticipation. In any case its purpose remains the

¹The plan assigned to this paper excludes alike a statistical account of the present condition of school and college libraries, and an historical statement of their remarkable growth during the last eighteen years and of the striking changes in methods. Any occasion for the former is largely met by Miss Lodilla Ambrose's comprehensive paper entitled "A study of college libraries," published in *Library Journal*, 18: 113.

same. It is there to supplement and make real the instruction given by text-book and teacher. So different, however, are its methods of working in schools of different grades and among students of different attainments, that at the outset a rough distinction must be drawn between the school, the college, and the university library.¹

School libraries.—The school or academy library should be operated by the teachers without a professional librarian.² It should be limited in size. It should require no catalog besides a simple shelf list. Each teacher should know its contents. Its volumes should be selected with the utmost care.³ The best and only the best should be the motto. It should contain every reference book that the ingenuity of the instructor can get his pupils to consult with profit. Duplicates, and even tripli-

¹ Recent thought refuses to treat "college" and "university" as synonyms, and differentiates as sharply between college and university as between high school and college. The college course proper begins where the high school leaves off and completes the gymnasial training which should precede the purely elective study and research of the university, or the direct preparation for duty given by professional and technical schools. The word university, instead of being loosely used as a synonym for college, or as referring to a group of professional and technical schools, properly refers to an institution which in faculty, libraries, laboratories, material equipment and endowment offers facilities for exhaustive scholarly research of that type for which a complete college education with its thorough gymnasial training is assumed as the necessary preliminary. Thus the eight years' gymnasium training is divided into the four-year high school course followed by the four-year college course. In fact, however sound this theory, few American colleges fit these proper definitions. Of the 450 alleged colleges and universities, perhaps a majority are doing more or less high-school work, not really requiring the four years of preparation. Of the better institutions, a large number, instead of beginning as they should where the high school leaves off, require a year or more of further preparation for admission. Not a few, however, carry the college work over by a year or more into the proper university field. Then the word has in the past been so indefinitely used that many colleges are of much higher grade than many other institutions which have taken the name university.

In reading this paper, therefore, the academy and university library may be clearly understood, but the theory of the college library will depend on what the college means. If by strict definition it is the last four years of a gymnasial course, it will resemble the academy library more closely. If, however, as most laymen assume, it is really an undersized university, then the ideals for the university library should be the guide and be modified and reduced to fit this conception. All will doubtless concede however that a sharp distinction exists between academy and college library; that the former is for the older school children, while the college library treats its readers as adults. Between high school and college seems to run the line that separates the boy from the man in education, though he attains his legal majority some three years later, or about senior year.—M. D.

² The words school and academy are here used to denote an institution occupying a single building for educational purposes, in which pupils spend several hours of the day in study and recitation. It is obvious that the libraries of certain normal schools and of old and well-endowed academies with advanced courses of study are not to be limited either in the way or to the degree essential to the success of libraries in city schools and country academies, where with difficulty a single room is secured for them.

³ The use to which such books can be put is well set forth in *Library Journal*, 8: 24.

cates in some cases, of the most popular and useful of these must be supplied. Waiting one's turn after school to consult Webster's dictionary will destroy the efficiency of the library for the ordinary academy scholar almost as much as the absence of that work. It should contain an abundant supply of what may be termed collateral reading: i. e., popular and instructive books relating to every part of the curriculum. These books should be bought only on satisfactory evidence of their being adapted for the work in question. They should be alluded to and quoted by the teachers in their recitations; they should be personally recommended to different individuals, and, in general, circulated as widely as possible among the pupils. When a volume is found to be both instructive and specially interesting let there be no hesitation in procuring duplicates. More is accomplished by five copies of a good book that finds its own readers than by ten good books that must be helped to an audience.

The school library should be classified by some simple system. The appreciation of the distinction between general books of reference, books on history, on science, of general literature, is the first step to their correct use. The growth of the collection, moreover, must not be allowed to interfere with those material conveniences which make the use of books easy and afford the charm that so often characterizes the private library—spacious tables, a broad window seat, comfortable chairs. Better an extra easy chair than an extra case of government documents. But it must grow. Nothing will injure its efficiency more than lack of new books. New editions of standard works of reference must be secured. Rees's Cyclopedia was a most valuable work in its day. Its presence now in a school library of 2,000 volumes will rightly cast suspicion on the entire collection. New books for collateral reading should be constantly added. Whenever the book of the day about which everyone is talking happens to be fitted for this purpose let it be secured without delay. The addition of one such book may give the library an importance and influence in some quarters that it has hitherto failed to gain.

One characteristic of the school library sharply separates it from the majority of public libraries. Its growth is limited by physical considerations which can be overcome only at great expense and with doubtful profit. Constant accessions must not convert the reading room into a book stack. In a word, the duty of withdrawing books when the collection is in danger of becoming unwieldy is as great as that of care in selection at the outset. The task is difficult, but quite feasible.¹ Take care that some large library in the neighborhood has a copy of each volume to be discarded. Then withdraw promptly old editions of reference books and duplicates no longer used, and cautiously that large class of

¹ The advantages are greater and the difficulty less in high school than in public libraries, but even here the greatest caution must be exercised, the only safe rule being that in all doubtful cases the books shall not be withdrawn.—M. D.

books, excellent in their day, but less popular than their younger rivals; e. g., remove Mrs. Mann's *Flower People* to give place for Miss Harris's *Wild Flowers and Where they Grow*.¹

These few sentences, though relating to concrete matters, perhaps explain sufficiently the special field of the school or academy library. It should enable the teacher to round out the instruction of the recitation hour by referring the pupil to standard sources of information for answers to the questions that naturally arise; and, what is alike more important and more difficult, it should enable him to rouse and maintain an interest in the subject studied by attractive and entertaining collateral reading. Its efficiency, however, depends largely not only on the hearty cooperation of the teachers, but also on the time and thought which they can devote to it. With the simplest possible organization much care and labor is needed to keep the collection in order. This often makes it wiser not to form a special library and to depend on the public library of the place, specially when this is conducted according to advanced and liberal views. Each room will still require certain books of reference, but in place of a collection from which shall be drawn the reading matter for the entire school, each teacher should be encouraged to call on the public library for the books required to illustrate his teaching. The various methods of bringing about this helpful relation between the two great educational forces in the community are fully set forth by Miss H. P. James in the article on "Libraries and schools" (see p. 693).

College libraries.—While the college library accomplishes much that has been allotted to the school library, its aim is distinctly broader and higher. Its instruction is confined to no curriculum. It answers all questions. It should teach alike the wideness of human knowledge and the interdependence of its various departments. While the school library does its work well with 2,000 volumes the college library may require 50,000. These are to be selected carefully and systematically, though not with that painstaking exclusion of all save the best which characterized the building of the former. A sprinkling of second and third rate books will help rather than hurt. For having in school learned to put his trust in books as the source of truth, the pupil is to discover in college how untrustworthy and contradictory a source some of them are. The varying factors of the purpose and the prejudices of their authors must be brought to his attention and he must discriminate. In other words, he must learn to think, the best lesson a college course can teach. The ability to comprehend different statements of fact, to weigh the value of differing opinions and to form an impartial judgment as to the truth, means success in after life. The college library is the workshop where this trait can be developed and trained.

¹ For discussion of this weeding-out process for town libraries see S. S. Green's chapter on "Adaptation of libraries to constituencies," p. 698, and the note as to the serious objections to the plan.—M. D.

It should, therefore, be encyclopedic in its range and impartial in its selection. It is as unwise to exclude the Bridgewater treatises as out of date as to reject Haeckel as atheistic. There must be constant effort both to secure as soon as possible an authoritative statement of each recent advance in knowledge, and to keep on the shelves the best compends and popular presentations of each department of religious, natural, and social science. Too often this completeness is sacrificed either to the inordinate demands of a few instructors or to a striving for mere numbers. It is pitiable for a college library to say as loudly as books can speak, "We care for nothing here save philology and political economy;" or to find another that has existed half a century, numbers as many thousand volumes, and yet can not supply material for a course of reading in the national literature.

University libraries.—If the college library teaches scholars, the university library teaches teachers. While it is able to do the work of the two classes just mentioned, the function that separates it from them is the aid it renders to original research. It is an engine by which new truth is discovered. All knowledge is its sphere, whether that knowledge has been digested in books or not. Hence the university library is often called on to expend as many thousands on periodicals alone as the college library devotes to books and periodicals. The investigator must both stand on the past and be abreast with the present. The university library is not only warranted in storing away every bit of the printed thought of bygone days it can obtain, but is also forced to be constantly seeking the latest tidings from workers in widely separated fields. It must be catholic; it refuses no gift; it counts nothing trash. The college library may, the university library must, have departmental libraries. It must not only duplicate many of its books, but be so well organized as to place at short notice all of its resources on any topic in a departmental library or a laboratory for the use of the investigator and as readily withdraw to the central storehouse what is no longer of service.¹ The general public, too, has its claims. As the ideal university professor stands for the advance of truth in his department, and answers honest inquiries from the outside world as readily as those from his lecture room, so the university library should place its treasures at the disposal of any intelligent seeker after knowledge whose questions can not elsewhere be answered.

COLLEGE LIBRARY ECONOMY.

Despite these differences, it is often difficult to assign the library of a particular college to any one of these classes. It may be gradually growing out of one class into another, or by reason of special circumstances may have assumed additional functions. With an enterprising

¹On the method of accomplishing this, consult Willard Austin's paper on reference, seminary, and department libraries at Cornell University, in *Library Journal*, 18: 181.

principal the library of a country academy may well supply the place of a village circulating library of high grade. A college library is sometimes called on to do the work of a State historical society. The existence close at hand of endowed libraries devoted to special branches of knowledge justifies a university library in neglecting its development along those lines. In every case, however, these three classes of libraries are collections of books which must be obtained, recorded, arranged, consulted, and circulated. The methods employed in accomplishing this will not in most details differ materially from those pursued in the ordinary public library of similar size. It is proposed, therefore, to mention only those points of library economy which either in themselves or in the degree of attention to be given them demand the special consideration of the college librarian.¹ Unless otherwise specified, the following statements refer in general to institutions having from 30,000 to 60,000 volumes and purchasing from 1,000 to 2,000 annually.

Selection of books.—This task, the more important the more limited the means, is divided between teachers and librarian. Through a library committee, of which the librarian is the working member, a rough division is made among the departments of the amount available for buying books and periodicals, a considerable part being reserved for special purchases and possible contingencies. Books are then formally recommended from time to time by the various professors and bought to the extent of the appropriation. The librarian should assume the duty of selecting books in departments not claimed, or, as occasionally happens, neglected by the faculty. He feels most keenly any deficiency of the library in standard works, either of reference or in general literature, and is, therefore, the one who should endeavor gradually to supply this lack.² It sometimes becomes his duty to check an otherwise exemplary teacher who persists in ordering only what is of service to himself, ignoring the needs of the student body. The bane of a small college library is an ambitious specialist allowed to have his own way.

¹ The writer has had the privilege of examining the replies to an extended series of inquiries, prepared by Charles E. Lowrey, librarian of the University of Colorado, and relating to every detail of college library administration. His regret that the space at his disposal will not allow the insertion of even a digest is lessened by the hope that a full statement of them may be printed later.

Many valuable suggestions can be obtained from the annual reports of Melvil Dewey, librarian of Columbia College, 1884-88.

² The principles governing selection of books are outlined by James M. Anderson in *Library Journal*, 2: 150. A full and logical statement of the class of books a college library should contain is given by Otis H. Robinson in *Library Journal*, 6: 96. See also the latter part of Justin Winsor's article in United States Bureau of Education, Circular of Information No. 1, 1880, "College libraries as aids to instruction." This pamphlet, invaluable to every college librarian, touches on many of the points considered in this chapter, and is here cited once for all.

It may seem superfluous to add that each college library should possess all publications of the institution itself and works of its alumni. Unfortunately, the experience of the older colleges shows the danger of delay or neglect in this direction. Great pains must be taken and patience exercised to give to this department the special value that comes from completeness.

Hardly less important than the selection of books is that of periodicals.¹ Generally the demand of the progressive members of the faculty for serials in their departments is far in excess of the means to supply them. Each department should have some of the material needed in keeping abreast with discovery and research in that line. At the same time it is incumbent on the librarian to guard against such an expenditure on publications giving tentative results and preliminary sketches as will prevent the library from procuring the monographs digested from this mass. These latter will continue serviceable long after the journals themselves have become useful only in studying the history of the science. The college library, being debarred by its income from attempting to cover the entire field, should take, first of all, representative periodicals in English sufficient to enable the student body to keep in touch with the subjects of the day, adding, if possible, one general or literary periodical of France and of Germany; then it should endeavor to supply the wants of its professors, having regard more to the use likely to be made by the various departments than to an impartial division among them.

It is rarely the case that cooperation can not double this material with but slight increase of expenditure. Most teachers will be willing to take personally some periodical that the library can not afford, and frequently will put this, with the exception of current numbers, at the disposal of the librarian. Many graduates will be willing to supply the publications of some society in which their membership is more a matter of general than of personal interest. Neighboring public libraries can be depended on for the loan of less used serials, while consultation at the time of making up the periodical list will often lessen the individual and increase the joint list. As a rule it is a mistake to discontinue a periodical taken for several years, except on account of a marked change in its character or standing. The value of the early volumes becoming more and more historical, this is increased in proportion to the length of time covered.

Classification of books.—When the books suited to the purposes of the library have been thus selected by instructors who may be considered experts in their several departments, and by a librarian who has access to the best bibliographic aids and has been trained in their use, there still remains the problem of bringing the books and the students together. This involves at least three things, classification of books by subjects, access to shelves by students, and instruction in bibliography

¹Thirteenth report [1890] of Justin Winsor, librarian of Harvard University.

by professors or librarian. All admit that an arrangement of books by subjects is essential to the proper administration of a college library. There is fast coming to be a practical agreement that under ordinary conditions this arrangement can be successfully maintained only by combination with what is known as the "movable location;" i. e., a system of marking which indicates the place of each book by its subject-matter rather than the place assigned it on a certain shelf.

As to the system of classification to be adopted, there is a wide difference of opinion. In our oldest university library, "the idea has been to make such an arrangement as would best accommodate the officers of the university who may have occasion to work at the shelves."¹ In another young and prosperous university this object has been attained by a large number of departmental libraries, built up, it would almost seem, at the expense of the central library, which recently did not noticeably exceed some of them in size and attractiveness. At Cornell University, also, "practical convenience rather than any strictly logical method" has been followed in the classification adopted.² At Columbia College the decimal classification was introduced by its author in 1883, and the phenomenally rapid growth of the collection of books there has not as yet led to any essential modification of the system of arrangement.

Not following the example set them by many well-endowed universities, most of the colleges that have been led to reclassify their libraries during the last fifteen years have adopted some one of the fully elaborated and published schemes of classification, too well known to require mention here, and have not attempted to construct a new scheme that should avoid the defects of the former and better answer local requirements. It is in place to mention briefly the advantages of this course. Experience has proved these not perfect, but practicable. College or large reference libraries have used them with satisfaction. They have had the advantage of the best thought and criticism of the library profession of the day, and the changes that the future will make necessary are not likely to be so great as in a scheme devised from the standpoint of a single library and necessarily molded in a great degree by its present condition.

Again, the fact that their various subdivisions are clearly stated in print gives them a definiteness that is of great practical value. The librarian, his assistants, and all interested in the matter can understand from the outset the arrangement that is attempted. Reclassification may go on in different subjects without danger of interference. As a rule a new scheme is put in operation before all the details are decided. The almost inevitable result is that frequent changes are made out of deference to some influential teacher, whose views were not known at

¹ Second and third reports of Justin Winsor, librarian of Harvard University.

² "Classification of Cornell University library," by George William Harris, in *Library Journal*, 16: 138.

the start and may prove exactly opposite to those of his successor. It is agreed, for instance, that a chronologic arrangement of English literature is helpful for purposes of study; but it is not likely that three successive occupants of the chair of English will hold the same opinion as to how far this principle should be followed in arranging the books, or the number of periods to be recognized.

The slighting allusions occasionally made by prominent librarians to these schemes seem often to apply to the notation recommended by their authors, or the minute classification which they will allow, rather than to the arrangement of books they aim to accomplish. The material accessories in the way of indexes, explanatory matter, and printed shelf labels, which are offered in connection with at least one of these systems, are of considerable importance and could not be secured for a new scheme save at a cost almost prohibitive to the ordinary college library.

Access to shelves.—A scheme of classification having been carried out and made obvious by shelf labels and placards, access to the shelves becomes necessary, not merely to reap the benefits of the labor thus expended but also to accomplish the aim of the library itself. To have the literature of a subject together where it can be surveyed at a glance is as needful for thorough as for speedy investigation. Every time a student removes from the shelves four or five books on the same topic, glances at their contents and selects the one that in his opinion will best serve his purpose, he not only takes the most important step toward attainment of the desired information, but also employs his faculties in the manner best adapted to strengthen his power of judgment and to quicken his perception of truth. This tasting before one eats can not be done by proxy. The hand of the attendant and the moments of time intervening between the seeker and his shelf full of books is in practice destructive of this use of the library.

A certain familiarity with the titles and appearance of books, only to be gained by repeatedly seeing them on the shelves, is often of value to the college graduate in after life. In some communities he is still supposed to have studied everything. His influence in his specialty is impaired if he shows ignorance of other matters. A mere knowledge of the physical difference between *Stalker's Life of Paul* and *Young's Concordance* may convince all the teachers in the Sunday school that the village physician should be consulted in selecting the village library. Furthermore, the idle curiosity that leads many a student to roam through the alcoves of the college library, generally far the largest collection of books he has ever seen, is frequently the germ of that bookishness characteristic of literary workers. Forbid the gratification of this curiosity and you may stifle a taste that would otherwise bring culture to its possessor.

The difficulties in the way of granting free access to the shelves are so obvious as to be generally overestimated in the case of smaller libraries. In large libraries where these objections seem imperative,

freedom of shelves is granted to advanced students and to those specially recommended by their instructors, while undergraduate needs are met by class room libraries and large reference collections in the main reading room. Often the practice of temporarily reserving books for a particular class, a practice primarily intended to secure equal rights to each member of the class, is carried to such an extent as to bring forth the entire resources of the library on a certain subject, and thus in part to afford the advantages of free access to the shelves.¹

Departmental libraries.—The popularity of the student society libraries which were a marked feature of college life during the first half of this century, was unquestionably due to the prominence they gave to general literature and to the freedom of access to books they granted as compared with the college library. When the literary activity of these societies languished or ceased, it became necessary to protect their libraries, often more used than the college collection, by combining it with the latter. This union has been carried out very generally since the issue of the United States report on libraries in 1876. The change, however, in the methods of college instruction has in the last ten years developed the need and existence of departmental and class room libraries. The wave of combination is fast followed by one of division. "The tendency is to make the university library to an increasing extent a collection of department libraries round a center consisting of those books to the making of which different departments have contributed in common and which they will use in common, and the method of study requires free access to the books in these department libraries."² This movement would make even the ordinary college library "a collection of department libraries containing books selected by the professor and instructor in that department rather than one library having a systematic and unifying principle of growth and administration." (W. I. Fletcher, *L. j.* 10:268.) This necessarily leads to the housing in different laboratories and seminary rooms of a very considerable portion of the books belonging to the institution. The advantages thus gained may be briefly summarized as relief to the main library room, which rarely has the facilities both for a large number of books and a large number of workers, greater freedom with diminished danger from misplacement of books, and assurance of the personal aid and instruction of professors in their use. (Edith E. Clarke, *L. j.* 14: 340; *L. j.* 14: 464; 15: c 143.)

The movement is so general that its dangers, specially in case of unendowed libraries, demand a fuller statement. They appear twofold; on the practical side, the cost and difficulty in successfully maintaining

¹ For access to shelves in college libraries, see *Library Journal*, 2: 55, 69, 70; 10: 221; 13: 35; 17: c70, c86; 18: 113, and fourteenth report [1891] of Justin Winsor.

² Edwin H. Woodruff, librarian of Leland Stanford Junior University, in a paper entitled "Some present tendencies in university libraries," read before the International Congress of Librarians at Chicago, July 14, 1893.

separately housed and rapidly growing collections of books, selected by as many different persons; on the theoretic side, the lessening of the importance and influence of the central library as a humanizing factor in college life and as a unifying force in the different fields of intellectual pursuit.¹ In case volunteer assistance equal to that of trained library attendants is forthcoming from the various departments served, the first objection is met in great measure. There still remains the difficulty of securing a symmetrical growth of the different collections without impairing the efficiency of the central library by unduly stinting its purchases. With the increased use of the department libraries it is inevitable that the demand for duplicates will be more and more based on convenience rather than necessity, while the fields of knowledge not at any one period the subject of study will be temporarily neglected, unless the librarian shows unusual foresight and persistence.

• While many believe there is no time in college for what is known as a desultory use of books, all agree that it is the time to learn how to read and what to read. (R. R. Bowker, *L. j.* 2: 60.) Now, the central library must possess a preeminence, not alone in size, but in attractiveness, if this object is to be accomplished. The student must find in it not only that scanty "literature of power" which will elude many a departmental division of books, but also a first-class selection from the boundless "literature of knowledge." Otherwise his mind, however sharpened and trained by his special studies, will unconsciously learn to forego the pleasure of investigating the miscellaneous topics that have momentarily aroused its curiosity, since this involves the use, it may be, of a dozen different departmental libraries, all more or less unfamiliar to him. If, as has been recently said, our universities are dominated by the scientific spirit, it is the more needful that the central university library by its inclusiveness, symmetry, and influence should represent the spirit of liberal culture, not as the antagonist, but as the end and aim of specializing study.²

¹ That there is great danger of thus neglecting a central library may appear from the following extract from the sixteenth annual report of the president of Johns Hopkins University. " * * * The sum of \$2,000 given to the university by William A. Slater, esq., of Norwich, Conn., has been expended in the purchase of costly books, not absolutely essential to our daily work, but of great attraction to students. The most of the purchases were in English literature, and among them were the best library editions of Shakespeare, Beaumont, and Fletcher, and other dramatists, Ascham, Milton, Evelyn, Johnson, Dryden, Pope, Scott, Wordsworth, Coleridge, Goldsmith, Lamb, Browning, Tennyson, Lowell, Longfellow, Whittier, and other writers. * * * " The average college, specially if located in a country town, can not afford to wait for a special gift to place on its shelves the best library editions of leading authors in English literature.

² There are two ways of combining the obvious advantages of both plans. One, too expensive to be practical unless in very rare cases, is to incur the heavy cost of having both central and department libraries complete by the free buying of duplicates. The other is to make the library the center of the university grounds, and put the cluster of department libraries, with their seminars, in rooms adjoining the

Instruction in bibliography.—Since Mr. Emerson made his famous demand on the colleges for a professorship of books and reading, and specially since the publications of the Bureau of Education have shown what has been done in this direction and how it may best be done, few college libraries have failed to make some attempt, either through the librarian or interested members of the faculty, to give instruction in the use of books. These attempts have necessarily been informal and largely spasmodic. Hardly a dozen institutions provide to-day systematic courses of instruction in bibliography.¹ This is due partly to pressure of other work on the librarian, partly to the inability of the college to find or pay a proper salary to a "good encyclopedic adviser in the flesh, ever ready, alluring in manner, and with an enthusiasm for his work." (Justin Winsor, *L. j.* 3: 120.) All professional librarians, however, fully realize the need both of formal lectures and of that hand to hand, face to face instruction in the library itself, by which methods of investigation are taught, experience gained, and enthusiasm communicated. Quiet but effective work of this character is done in many colleges.²

Subject catalogs.—As a rule, college librarians feel it incumbent on them to supply a subject as well as an author catalog. So laborious and expensive is this task, when carried out with the elaborateness practiced in larger libraries, that many have envied rather than imitated catalogs such as the College of New Jersey issued in 1884 and the University of California in 1890. Of late a prominent librarian has repeatedly expressed his conviction that this costly key to the resources of a growing library must be given up.³ The argument against its use in the college or university library is, briefly, this: It is harmful to the ordinary student, who, using it without discrimination, often selects from the numerous titles cited obsolete or misleading books. To the specialist it fails to present the entire resources of the library on any subject, since it does not analyze and include many serial publications. In particular, it fails to mention the existence of important works not in the library. For the former a printed finding list of a picked collec-

general library and surrounding it as a center. This would enable the students in each seminar room to use the general books and the readers of the general library to reach anything in a department library by merely passing to an adjoining room. This plan requires that the space next the main library shall not be used for administration, museum, general recitation, or any other purposes not requiring immediate contact with the library, since the space on every side will be none too much to provide for seminar rooms and professors' studies in the great field of study of which the library is the laboratory where both professors and students must constantly work.—M. D.

¹ The University of Michigan seems to have been the first in this country to incorporate and maintain in its curriculum a regular course of lectures upon bibliography. This course is fully described by the lecturer, R. C. Davis, in *Library Journal*, 11: 289.

² A short course of instruction in Bowdoin College, in which some prominence was given to this feature, is described in *Library Journal*, 17: c87.

³ W. I. Fletcher in *Library Journal*, 17: c4; and in address on Library catalogs in the twentieth century, at World's Congress of Librarians July 13, 1893.

tion of 5,000 or 10,000 books of recognized merit will be more useful. The latter will find more complete and accurate guidance in printed bibliographies.¹

The subject catalog, in its development and almost universal use, is peculiarly American, and the views just expressed have yet to win general adoption on this side the Atlantic. (Justin Winsor, *L. j.* 8: 33; 16: 214.) They serve, however, to emphasize the need of careful annotation of the subject catalogs in our college libraries by or under direction of the various professors, and the frequent reference to such separate bibliographies and bibliographic guides as the library has. Many earnest advocates of a subject catalog would doubtless advise a college library mainly composed of recent books to check up an interleaved copy of Sonnenschein's "Best books" with its location marks, rather than attempt to make a subject catalog, whenever the latter course would unquestionably restrict the amount available for future purchases. The extent to which the printed dictionary catalogs of other libraries may be made to serve as a substitute for a subject catalog is seldom fully appreciated in smaller libraries. The recently completed catalog of the Peabody Institute, Baltimore, is well adapted for this use. The task of entering on the margins the location marks of the volumes possessed by a small college library is largely mechanical and can be intrusted to any careful student helper. Entering on the interleaved pages subject references to specially important new books will not unduly burden the librarian himself, specially if he secures the cooperation of interested members of the faculty. Such a subject catalog being mainly in print can be used even more conveniently than a card catalog when the number of those who consult it is limited.

Library privileges.—Nearly all college libraries during the last twenty years have extended the privileges granted undergraduates. The spirit that restricted a freshman to one book and a sophomore to two books each half term has practically disappeared. In 1877 it would appear that 1 in 7 of the college libraries were not open daily; the proportion now is only 1 in 40, while over one-half are open upward of thirty hours a week. Then, as a rule, the professors only could make the collection a direct aid in their studies; now, by means of reserved books and long library hours, the privilege is extended to all students. The very few university libraries that do not lend books to undergraduates provide every facility for their consultation in the building.

Many libraries still fail to allow an undergraduate to borrow for a limited time all the books he needs on a definite subject. Why this privilege, granted as a matter of course to teachers, should be refused to learners, is not entirely clear. The usual argument, liability to abuse, may be met by the obvious reply that it is in the power of the administration to prevent such abuse. A charging system that maintains an

¹ This argument is fully and ably stated by C: H: Bull in Subject catalogs in college libraries; in *Library Journal*, 15: 167.

account with both book and borrower, and registers requests for books not found on the shelves, enables the librarian to ascertain just when liberal loans to one individual affect the efficiency of the library for others. (Justin Winsor, *L. j.* 3: 338.) In several libraries any undergraduate is allowed, on written application approved by the librarian, to borrow for a short period a number of specified books on a definite subject in addition to the usual number allowed him. In a small college, or wherever the rules provide for recall of books specially needed, this plan works successfully.

The period of usefulness of each book added to the library is in a certain sense limited. The time necessary for an individual to make the proper use of that book is also limited. Rules about circulation should have regard to these limitations. The rule or practice so often met of allowing professors to keep books without a time limit antagonizes this principle, and almost invariably leads to abuse. (Melvil Dewey, *L. j.* 4: 448.) It has arisen from the fact that certain books are of more use to the professor than to anyone else. These books, however, are so few in number that their withdrawal should be an exception to the rules, rather than that the rules should be framed to cover the exception.

The gradual abandonment of the practice of attaching the librarianship to some college chair has given the undergraduate another privilege, that of having a librarian. With some very marked exceptions, the librarian under the old régime was for the teachers rather than the students. With so much of his thought and energies engrossed with other duties, he was necessarily a custodian rather than a dispenser of books. The opportunity of consulting and enjoying the personal aid and direction of a librarian of mature judgment, wide experience, and full acquaintance with the collection under his charge, is a boon each college should strive to afford its students. The need and the difficulty of securing this in every case are too obvious to require further statement. (T. K. Davis, *L. j.* 10: 100.) Not least among the new privileges afforded college students is that resulting from the growth of the belief that library buildings must be constructed for readers as well as for books. Another article¹ discusses problems of library architecture, and the college librarian should be acquainted with the facilities offered by the new buildings at Cornell University, and at Hartford Theological Seminary, as well as with the plans of the proposed additions to Gore Hall at Harvard. (*L. j.* 14: 121, 264.)

Devices for popularizing the library.—Of various devices for popularizing a library several are specially helpful in a college library. One,

¹Illness of the author caused the omission of this important article. Reference is made to his paper on "Points of agreement in library architecture" (*L. j.* 16: C17-19), and to the two special works on library buildings, which the editor of this volume has now in preparation; one a compact summary of the lessons of experience, the other a full treatment of the subject.—M. D.

first used at Harvard, is thus described: "Slips of paper, headed Notes and queries, followed by a few words of direction, were prepared, and a row of hooks was arranged in a conspicuous place to hold them. A slip having been filled out with a question and hung up, anybody who possesses the information wanted answers the question on the same slip, or refers the inquirer to sources of information."¹ In many libraries a blank book properly labeled and placed in a conspicuous position is found to serve nearly as well, while requiring less space.

A book of complaints may also prove of service. The peculiar ideas of honor prevailing among undergraduates prevent some of them from reporting in person to the librarian annoyances arising from purposely misplaced books, loud talking in study rooms, abstraction of current periodicals, and repeated failure to secure a popular book, though allowing the expression of grievances through this channel.

Even when a library is compelled to buy frugally, it is well to solicit suggestions from all who use it as to books to be bought. This can be done by use of a blank book exposed in a prominent place like the book of complaints. The advantage lies not merely in occasional discovery of a notable deficiency, but in the opportunity to become acquainted with wants and tastes of individuals making requests. Such request often leads to an interview in which the present resources of the library in that direction, its financial restrictions and the comparative merits of the book are so discussed as to excite rather than diminish the general interest of the applicant, even though his request is refused.

The practice of regularly placing on prominent shelves the new books added to the library—new books seem always to find themselves readers—should be supplemented by display from time to time of a selection of the resources of the library on some topic of the day, or on some subject toward which the librarian desires to attract attention. This indirect method of guiding the reading of undergraduates costs little in time and is often as effective as more formal efforts.

Cooperation.—Glancing at the condition of the college libraries throughout the entire country, one can hardly fail to be impressed with the restrictions that poverty places on the work many of them might otherwise accomplish. Of 450 institutions of higher learning in the United States only 200 have collections of books large enough to be ranked as college libraries. Of these 200 only a third have professional librarians. Of this third a smaller fraction are well endowed and organized. Till this burden of poverty is lifted it seems evident that the only way for a general increase in efficiency lies in wise cooperation, both with other libraries of their class and with public libraries in their vicinity. The obligation to help, which always comes with the ability, is generally acknowledged by the large and well-endowed university libraries. This assistance, to cite a single instance, can be ren-

¹ First report [1878] of Justin Winsor, librarian of Harvard University, and *Library Journal*, 3: 126, 159.

dered without expense in the matter of cataloging. Nowhere is good cataloging more essential than in a college library. Nowhere is there so often a compulsory choice between buying books and properly cataloging them. Yet of the new books obtained by the average library of this class all have just been fully and accurately cataloged by some university library close at hand, if one speaks from the standpoint of the mail service. If several smaller libraries share the expense, printed or typewritten copies of these catalog cards can be secured each month at a fraction of the original cost. For the older books bought and the miscellaneous volumes given them let these same libraries, joining with them small public libraries in the neighborhood, group themselves geographically and engage a professional cataloger, who should pass from one to the other. Thus all accessions could be properly cataloged without undue delay and at far less expense than would be the case otherwise. The librarian, relieved of this time-consuming work, for which, perchance, he has neither aptitude nor training, can devote his energies to duties of his position previously neglected by constraint.

Cooperative cataloging, though so often urged and so obvious a means of diminishing the cost of library administration, is by no means the only channel in which union of effort will bring increased efficiency to smaller college libraries. The practice of lending books from one library to another has not been developed or systematized to the extent it could be, were there a hearty spirit of cooperation. Its importance and usefulness depend, of course, on a certain degree of specialization on the part of neighboring libraries and some consideration and inquiry before buying expensive works. It is a shame that two colleges with modest book funds and only 50 miles apart should each buy a copy of Sargent's *Silva of North America*, and neither be able to supply an inquirer with Scudder's *Butterflies of the Eastern United States*. It may happen that the institutions in one State can make a single set of the *Transactions of the Royal Society of Great Britain* serve them all. This mode of cooperation is specially advantageous in case of the publishing societies. In the department of English, for instance, no small college can afford to buy the issues of the *Philological*, *Early English Text*, *New Shakespeare*, *Spenser*, and *Browning societies*, and yet by agreement with its neighbors it is possible for each professor of English literature to have a complete set of one of them at hand, as well as access to all the others at slight expense.

By specializing on State and local history a group of college libraries may supply themselves with sufficient and suitable material for original work in American history. Let each turn over from its accessions all that belongs to the field assigned another, thus securing special rights as a future borrower. Students from the various towns can be interested in collecting municipal reports and local publications. Others will be willing to undertake the compilation of scrapbooks containing all historical and biographic matter of note that appears in local papers.

Such a course systematically followed for a score of years by a dozen cooperating libraries in any section of the country would give the teachers and the students in the smallest of these colleges better facilities in the manner of completeness of historical matter than is now offered by the largest.

The department of bibliography, in which the university libraries have already done much elaborate work, is also one in which much more can be accomplished by joint action. The need as well as the demand for books like Adams's *Manual of Historical Literature* is ever increasing. Such work must be revised so frequently that it is unlikely to be undertaken and kept up to date from merely commercial considerations. Is it not, however, practicable so to apportion the field that the colleges of the United States may together give their undergraduates and the public simple statements in print of the scope and comparative merits of those books in English that are most used and best adapted for affording information in each of the departments represented in their curricula? Much that has already been done could be used, or by reference made more widely known, and, most important of all, provision could be made for the future revision and issue of these lists. No one library can and no publisher will do this. But all college libraries have daily use for such a series of brief annotated bibliographies and together are able, through the men whose services they can secure, to prepare and to publish them.¹

The college library and the public library.—If the proprietary library is the parent of the free public library, college and school libraries may justly claim rank as paternal and maternal grandparents.² Though, as often happens on this side the Atlantic, the child has outstripped its ancestors in size and importance, and has occasionally forced them to follow rather than lead in new and improved methods, still friendly, if not filial, relations must be maintained. When they exist side by side in the same town one can easily supplement the work of the other. Few would claim that the college student should be denied access to the popular literature of the day; all agree that it must not be too accessible. The college library can, therefore, leave this field

¹At the Chicago meeting, where this paper was read, the A. L. A. publishing section was reorganized and is actively engaged in several enterprises such as is here suggested, and proposes to organize others as fast as the demand and support of librarians justify. Full information of the work of the section and of the different publications in preparation can be had from the president, Melvil Dewey, State Library, Albany, N. Y.—M. D.

To those who have read Otis H. Robinson's report on cooperative college cataloging, in *Library Journal*, 1:434—to cite but one out of many references that might be made—it is obvious that these suggestions are by no means novel. College librarians as individuals, however, have had so prominent a part in the cooperative work accomplished since 1880 that it seems proper to urge on college librarians as a class the need of organized effort in the same direction.

²M. C. Tyler on the Historical evolution of the free public library, in *Library Journal*, 9:41.

to be entirely supplied by its neighbor. On the other hand, the public library should be encouraged by the college library to refer to it school teachers and all persons of studious tastes who find its collection too limited for their needs. The college, through the librarian and professors, can increase its efficiency as an educational factor by lectures or informal talks, setting forth its resources in the departments they represent (*L. j.* 12: 253; 16: 214). The use of a university library as a semipublic reference library is in strict accord with the general purpose for which the institution was founded (Otis H. Robinson, *L. j.* 2: 57). It is surely to their credit that a recent traveler has written that in America the college libraries offer the best facilities for literary work on the premises. In large cities it sometimes happens that the relative position of the college and the public library is reversed. The latter from its age and large income can supply all that the collegian requires, save a carefully selected collection of reference books in connection with his recitation rooms.

If the process of sifting or weeding out public libraries, discussed in another chapter,¹ is generally adopted, it becomes specially desirable that each university library should have the privilege of selecting certain classes of books; for instance, text-books used in the past in the institution, writings of its alumni, reports of charitable bodies useful in sociologic study, before these are consigned to the auction room. In return for such gifts, temporary loans may be made during the continuance of university extension lectures of scientific and expensive books which would not otherwise be obtainable. In a word, the spirit of mutual helpfulness is alike necessary and profitable if the two classes of libraries are to attain to their ideal.

FICTION.

By ELLEN M. COE, librarian New York free circulating library.

The importance of the careful consideration of fiction, especially in free public libraries, is never questioned. It was discussed at length at the first meeting of the A. L. A. in Philadelphia in 1876 (*L. j.* 1: 96, 98); also at the first meeting of the L. A. U. K., London, 1877 (*L. j.* 2: 255); and again at the Boston conference of the A. L. A. in 1879, when a number of valuable papers were contributed (*L. j.* 4: 319). It is the subject of a report of the cooperation committee (*L. j.* 7: 28), and of a symposium (*L. j.* 15: 261-64; 16: 8-10). Magazines and periodicals are constantly publishing articles on the various relations of libraries and librarians to the reading and supply of fiction; the *Library journal* alone in its 16 volumes indexes over 120 articles and paragraphs. Criticisms by men of letters and by educators which are everywhere met in print are not to be ignored by the library profession; no president's address at any meeting of library association or club fails to touch feelingly this important subject; and speakers at the opening of libraries always point the moral and utter the note of warning. Books

¹ See discussion by S. S. Green, p. 698; also p. 918 of this paper.

and pamphlets in great number and of no little value have been published, and, indeed, it would at first seem impossible to gain from this mass of material the fair judgment of the majority. After carefully reading some hundreds of books, pamphlets, articles, and letters on the subject, and considering the opinions brought out in the discussion of this and kindred topics at the A. L. A. Chicago meeting, I present the following as a fair deduction, not affected by my own feelings or opinions.

Value of fiction.—The utterance is almost as one voice that fiction is of the greatest value in developing a taste for reading, but is most certainly injurious unless of good quality, or if the reading of that class of literature is indulged in exclusively. It is agreed that false literary taste in the young may by judicious direction be corrected, but that in adults the effect of bad reading is almost ineradicable. It is urged that everyone should be familiar with the great works of imagination, and the fact is pointed out that nearly all the greatest—the immortal—literature of the world is fiction.

The educational value of the novel is maintained. It is claimed that the imagination is the first faculty that should be developed in childhood, but it is believed, however, that the reading of stories by children should be largely in connection with their studies and under their teachers' direction. In particular the educational value of the historical novel and the travel story is emphasized as helping to fix in the reader's mind the facts of history, and as giving vivid and enduring pictures of remote times and places. Such books are admitted to libraries from which romantic fiction is excluded.

It is, however, chiefly as "pastime reading" that fiction is demanded, and the argument for its supply by the public library runs mainly as follows: The majority of people are busy so many hours of the day that when they have time to read they have little strength for such reading as may task the brain. Reading is at once the most elevating and refining of all pastime, and people have the same right to it that they have to recreation in the public parks. While a librarian should try to guide his readers judiciously from lighter fiction to that of the best class, and also to works of more serious character, it is deemed distinctly his duty to furnish entertaining reading matter to his public.

The function of the public library becomes more and more educational, and it is interesting to note an advance toward the radical wing of the division. Many librarians in their published writings, as well as in their recent letters to me on this subject, acknowledge that their theories and practices are becoming more strict since they do not find the necessity laid on them to provide a great deal of light entertainment for their public.

At the same time the value of the novel as a proper means of rest and relaxation after severe mental or physical toil is constantly urged. It is contended, however, that this may be provided in ample quantity without the admission of novels questionable from the strict literary or

moral standpoint. Many writers on this subject deprecate the excessive reading of even the best novels, believing that in most cases it is only an excuse for mental laziness, and that it weakens the power of serious study and application, and unfits for the higher duties of life. Schopenhauer remarks that "feeble writing unfits us for stronger food." From this point the argument leads naturally to the extreme view that public libraries should draw the line absolutely at what is believed to be of educational value.

Quality of fiction supplied.—Regarding the literary quality of the fiction which a public library should supply opinions vary from "admit whatever is called for" to "exclude the works of all living novelists while admitting very few by the dead ones," but the great and reasonable majority reaffirms the theory that "it is best to avoid the lowest classes of books and to keep up a high standard." A large provision of trashy fiction is not necessary to draw the public to the library; indeed only a very small minority expresses itself in favor of this practice, which would find its only excuse in proving that this kind of literature is the most entertaining. The point is made that much fiction which is light and entertaining is, at the same time, of excellent literary quality. The pertinent question is asked, "Why should a different literary standard be applied to fiction than to other classes of books in the selection of which the greatest care is taken, and the opinions and criticism of experts sought in order that the best books may be chosen for library lists?" Also, "Since even the largest libraries must select, as they can not buy all the novels published, why not select the best?"

There is much testimony to show that the public likes the best books, and will read them when provided. One writer says, "Supply fiction liberally, but at the start furnish only the higher grades, adding sensational books sparingly to catch certain classes of readers when it is found impossible to attract them otherwise." That libraries should be obliged to furnish books which they would, for sound reasons, otherwise reject "in order to gain the public support that comes from an extended use of the library" would seem unfortunate, and a distinct degradation of the purpose of the library, that of public benefactor. The moral aspect of the question provokes little discussion, and that mainly in treating of translations. Feeling unquestionably favors admitting in the original much which would be excluded in translation, always on the ground that this is necessary to the study of foreign literature, and that the books will be mainly used for such study. The universal opinion is that as far as possible all evil should be kept from the young.

Quantity of fiction supplied.—This varies, according to answers to my circular letter, from 10 to 45 per cent of the whole number of volumes in the library. The average is 24, which is somewhat larger than the 20 per cent advised in starting new libraries. The percentage allowed by the committee for the A. L. A. library was only 16.

The library making the largest provision for fiction reports the largest yearly issue of fiction. Exactly the same fact was observed by Mr. T. Mason in determining the average per cent circulation of fiction in 25 libraries of Great Britain, and is noted in his report (*L. j.* 15: 265-66). Fifteen per cent of the money allowed for buying books is believed to be ample for fiction, these publications being usually of low prices and large discounts.

Selection.—This is not usually, and probably should never be, left wholly to the librarian, as this involves undue responsibility. In most cases purchase lists are made up by the librarian from reviews, aided by requests and suggestions from readers. "Books called for" are noted in a blank-book or on slips giving publisher, price, and, whenever possible, reliable criticism, and are usually signed by the person making the request; duplicates wanted are indicated in the same way. These lists are approved and should always be signed by a trustee, and preserved, in order that the librarian may be protected from adverse criticism.

Direction of fiction reading.—This is not often attempted except through the annotated catalogs and lists, and by preparing lists and bulletins of "Best novels," "Historical novels," etc. Bulletins of carefully selected and annotated books suitable to various school grades are constantly appearing. Personal effort by librarians is usually judiciously limited to such as is requested by readers or by parents and guardians. In small towns or communities the librarian becomes the acquaintance and friend to whom the reader naturally turns for advice, when the conditions become quite different from those existing in the general public library, where the keeper and distributor of books can not be held responsible for the moral and intellectual well-being of the community. Common-sense and tact must direct in this as in all departments of library work.

Classification.—Fiction is almost always alphabeted under authors' names, and Cutter book numbers are generally used. Fiction suited to the young is sometimes separated from other for convenience in delivering books, and should always be indicated by some sign on the outside of the book which will serve as instruction to attendants in selecting suitable books for young readers.

Fiction catalogs.—These are usually both author and title lists; if only one can be provided, the title list is preferred. Whenever possible, lists should be annotated. Very brief notes indicate place and period treated in historical novels, or subject and scope of the "Tendenz-Roman," and these add greatly to the value of the catalog, whether printed or on cards. The little time and labor required to prepare these notes will be repaid many-fold. Happily much good work of this kind is already at the service of the librarian or cataloger, and much more is promised in the near future. Fiction lists which are not annotated should be accompanied by a comprehensive list of "best novels" as a guide to those wishing to read the best, together with references

to Boston, Philadelphia, and other "Historical fiction" lists, Griswold's "Descriptive lists," etc.

It would not be just to omit from this consensus of opinion the report of William Kite, librarian of Friend's free library, of Germantown, Pa., the only public library reporting to me which admits no novels. This report gives assurance that, after persevering for twenty years in its extreme radical course, the library stands in its community as the exponent of the highest benevolent and educational ideas, and the management sees no reason to change its attitude on the fiction question.

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 Boston Pub. Lib. List of books on books and reading. Bulletin No. 9.
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 CALLER, M. A. Literary guide for home and school. N. Y.
 HARRISON, F. Choice of books. N. Y.
 PARSONS, F., *and others.* World's best books. Bost. 1889.
 PERKINS, F. B. The best reading. (With supplements) by L. E. Jones. N. Y. 1879-91.
 PORTER, NOAH. Books and reading. With an app. containing a select catalogue of books. N. Y. 1881.
 PRYDE, D. Highways of literature, p. 26. N. Y. (1883.)
 PYCROFT, J. Course of English reading, p. 65. N. Y. 1845.
 RICHARDSON, C. F. The choice of books. N. Y. 1882.
 SARGANT, E. B., *and* WHISHAW, B. Guide-book to books. Lond. 1891.
 SONNENSCHN, W. S. The best books. A reader's guide. Lond. 1891.
 VAN RHYN, G. A. F. What and how to read. N. Y. 1876.
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ANNOTATED AND SELECTED LISTS OF NOVELS.

- Boston Pub. Lib. Chronological index to historical fiction.
 ——— Class list of English prose fiction, including translations and juvenile books, with notes for readers, intended to point out for parallel reading the historical sources of works of fiction. 1877.
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 HARDY, G. E., *ed.* Five hundred books for the young. N. Y. 1892.
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 — Ten years' novels. Travelers record, v. 27, No. 7.
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 — One hundred of the best English novels.
 — Fifty of the best foreign novels in English dress. *L. j.* 15: 67.
 Pall Mall Gazette. Best hundred books. 1887.
 Philadelphia, Mercantile Lib. Historical fiction. Bulletins, Oct. 1886-90. 17 nos.
 St. Louis Pub. Lib. Best books for the young. A selected and graded list 1884.
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REGULATIONS FOR READERS.

By W. H. BRETT, Cleveland (Ohio) Public Library.

The following paper is based upon replies to a series of questions upon the subject, received from 110 free public libraries, 22 public libraries for the use of which a fee or subscription is required, 34 libraries of colleges and other institutions of learning, 12 libraries of societies of various sorts, and 13 State libraries; 191 in all.

The assignment of papers for this meeting contemplated a historic review of each topic for the past seventeen years, but the subjects in regard to which rules are framed are so various that the most which

can be attempted is a brief survey of library practice. I think I may fairly say, however, from such information as I can gather, that while the changes that have occurred in that time have been few, so far as they have been made they have been in the direction of greater liberality.

A general free public library in a large city, comprising both a reference and a circulating department, comprehends within the scope of its work every phase of library activity. It includes upon its shelves, more or less fully, the whole range of human knowledge, and it meets so far as possible the wants of all classes of people. In framing its rules it is necessary to consider almost every possible problem in library economy.

The discussion of a comprehensive code of rules for a public library would include, therefore, every condition likely to confront the librarian of any library. I can at this time only attempt to present to you a résumé of the rules now governing many of the public libraries of this country, some brief notice of the variations therefrom in other classes of libraries, and the suggestion of a few questions which may be fairly regarded as open for discussion.

Library rules naturally fall under two heads: First, the qualifications of the reader; second, methods in the library; or, in other words, they answer the questions: Who shall use the library? How shall he use it?

QUALIFICATIONS.

The qualifications usually regarded are as follows:

Residence.—Most libraries issue books for home use to the residents of the town or city only. In a few cases it is extended to the county, and in one instance, a radius of 10 miles is mentioned as the limit. The use of many free endowed libraries is limited to the community which is the recipient of the beneficence, and the prevailing practice among those supported by public funds is to limit the use to the territory taxed for its support. A small number of libraries, among them some supported by taxation, extend all their privileges to all within their reach.

Age.—Most libraries fix an age before which a child may not draw books. In 31 libraries from which I have heard, the limit is 12 years, in 24 it is 14 years, in 12 10 years, in a few others ages varying from 6 to 16. In 22 no age was fixed, but the qualification was variously stated as "ability to read," "to use a book properly," or "to write one's name."

Responsibility.—This is usually stated about as follows: "Persons known to the librarian, or satisfactorily vouched for in writing." This rule is almost universal, as is also that of accepting a deposit of money varying from \$2 to \$5, and in a few cases even more, in lieu of a guarantee.

The foregoing applies only to those who wish to draw books for home use. In a few libraries similar restrictions apply to the use of reference

departments and reading rooms. In most libraries, however, these are practically open to all, the only qualification being proper behavior.

RULES FOR LIBRARY MANAGEMENT.

These relate to the hours of opening, facilities for the selection and use of books in the library, and for their issue. This subject can not be treated fully without trenching on other fields, but this will be done only so far as necessary.

Library hours.—Usage varies greatly. Libraries of the larger cities are usually open twelve hours each week-day, the time of opening varying from 8 to 10 o'clock a. m., and of closing from 9 to 10 p. m. In some libraries the reference department is open longer than the circulating department.

Sunday and holiday opening.—In most of the larger and some of the smaller libraries, the reference and reading rooms are open on Sunday afternoon and evening, in a few instances for the afternoon only, and in three libraries of which I am informed these departments are open in the forenoon also. A few libraries keep the circulating department open on Sunday. The smaller libraries throughout the country, specially in New England, generally close. The reply to the question in regard to this was usually accompanied by the remark that it was not desired nor needed, and occasionally by an adverse opinion as to its propriety. The experience of many libraries covers a period of from ten to twenty years or more, so that it can not be regarded as an experiment. Those librarians who have had experience almost unanimously favor opening reading and reference rooms on Sunday afternoons and evenings, and with equal unanimity regard it as unnecessary to open the circulating department.

In some of the larger and a few smaller libraries the reference and reading rooms, and in two or three instances the circulating department also, are opened on holidays. Two or three libraries report it as their practice to close on Christmas, the universal holiday, and Fourth of July, the national one, and to open on all others.

The whole question of library hours during the week, and of Sunday and holiday opening, is purely a local one, in which uniformity is neither possible nor desirable. Each library must conform to the needs of its own locality.

Selection of books.—Most public libraries have printed or card catalogs, or both, to assist readers in selecting books. Besides this a small number permit general access to the shelves in the circulating department, for the examination and selection of books. In about 55 per cent such access is entirely prohibited, and in the remainder, or about 45 per cent, although prohibited generally, exceptions are made. These exceptions are variously stated as being in favor of "professional men," "ministers," "teachers," "students," or as being "occasional" or "for sufficient reason." Views as to its desirability differ widely.

The opinion of those librarians where access is permitted are with a single exception favorable, some enthusiastically so. It is curious to note that to a large extent the favorable opinion seems to be based on experience, and the unfavorable on a lack of it.

In the reference department the reverse of this condition prevails. In not less than 75 per cent of the public libraries from which I have information, free access is permitted to most books in the reference department, the exceptions noted being that special care is taken of fine illustrated books and of medical works. In a number of other libraries, the most common books of reference—as dictionaries, gazetteers, cyclopedias—are placed where they can be freely used, and all others are given out on application.

Reading rooms.—In a majority of libraries magazines and papers are placed where readers can select for themselves. In some libraries papers are left on files, but magazines are given out from the desk and a receipt taken. In a very few libraries only are both papers and magazines given out in this way.

Issue of books, borrowers' cards.—More than 90 per cent of those public libraries furnishing information require a card of membership to be presented each time a book is drawn or returned. On most of these an entry is made, usually the date of issue and return, and in a few cases the book number also. In a few cases only no entry is made. About one-fourth of those libraries adopting this plan make exceptions and permit books to be issued occasionally on a temporary slip or memorandum. In the others the rule is, presumably, rigidly enforced. About 10 per cent do not require membership cards.

Number of books.—The general practice is to issue one volume at a time on a card, except that two or more volumes of the same set are issued as one book. In a few libraries two, and in one case three, books are regularly issued at one time on one card. Frequent exceptions, however, are noted to this rule, in which additional volumes are issued to students. The rules very generally allow additional volumes to teachers.

Time of issue.—The time for which books are issued is generally fourteen days, with the privilege of one renewal for the same period. In some cases the renewal is for one-half the original period, and very rarely no renewal is permitted. In a few cases books are issued directly for three or four weeks and no renewal permitted. One very common exception to the fourteen-day rule is the issue of new books for seven days only and of magazines for seven days or less, both without privilege of renewal. In some libraries it is necessary to bring the books in for renewal; in others a personal request or one by mail will be attended to.

In some libraries the rule requires that all books be returned on or before a certain time, for an annual examination, during which the library is closed.

Fines.—The current rate of fine for overdetection is 2 cents for each day. In a few cases this is 1 cent or 3, and in one instance only, 5. Rarely the fine is assessed by the week, at 10 or 25 cents.

MISCELLANEOUS RULES.

Rules requiring proper behavior and forbidding the use of tobacco are almost universal, as are those which forbid copying or tracing of illustrations without permission, or the use of ink at the tables. Canvassing or the display of advertisements is also forbidden.

A rule which occurs in some codes requires the borrower to notify the librarian promptly if a case of contagious disease occurs in the household of which he is a member, and to retain the book until a proper disposition can be made of it.

Some of the larger libraries have formulated codes of rules for the library assistants. The only ones which have come under my notice which affect the users of the library, even indirectly, is one which forbids conversation of a personal nature, and another which restricts the privileges of the assistant as a borrower of new books.

Subscription libraries.—The practice in public libraries requiring the payment of a fee varies little from that of other public libraries, except in that particular. There is apparently somewhat greater freedom permitted in the library, as about one-half of the libraries from which I have information permit unrestrained access to the shelves.

The libraries of secret and other societies are practically subscription libraries. Among the Y. M. C. A. libraries of which I am informed, one is a free circulating and reference library, another is a free library, for reference only, and a third charges a small fee in its circulating department, but makes its reference department practically free.

College libraries.—The practice in college libraries varies greatly. A majority are for the use of those connected with the institutions only. In others the privileges are extended to graduates and to professional men or special students, and a few are free to all who wish to use them. Some libraries issue books for home use to members of the faculty only, limiting their use by students to the library rooms, but generally they are issued to both students and professors. The hours of opening are generally less than those of public libraries, only about one-third being open evenings. More than one-half the libraries from which I have information permit general access to the shelves, and in most in which the practice does not prevail members of the faculty invariably have the freedom of the shelves, and permission is granted to the students for any sufficient reason. Most college libraries which issue books fix a definite period for which they may be kept, and assess a fine for their overdetection, as in public libraries.

State libraries.—These vary so widely in their scope and methods that no general statement of these rules can be attempted from the data at hand.

READING OF THE YOUNG.

CAROLINE M. HEWINS, Hartford Public Librarian.

In the Government report on libraries, 1876, the relation of public libraries and the young was treated by Mr. W. I. Fletcher, who discussed age-restrictions, direction of reading, choice of books, and incidentally the relation of libraries to schools, referring to librarians and trustees as "the trainers of gymnasts who seek to provide that which will be of greatest service to their men." The report was suggestive, and called for several radical changes in the usual management of libraries. No statistics were given, for none had been called for, and the number of libraries which were working in the modern spirit was not large. Mr. Green, in his paper at the Philadelphia conference of 1876 (*L. j.* 1: 74), gave some suggestions as to how to teach school boys and girls the use of books, and in one or two of the discussions the influence of a librarian on young readers was noticed, but the American Library Association did not give much time to the subject till the Boston conference of 1879, when a whole session was devoted to schools, libraries, and fiction (*L. j.* 4: 319), the general expression of opinion being similar to the formula expressed in the paper by Miss Mary A. Bean, "Lessen the quantity and improve the quality." In 1881, Mr. J. N. Larned, of the Buffalo Young Men's Library, issued his pamphlet, "Books for young readers." The report on "Boys' and girls' reading" which I had the honor of making at the Cincinnati conference of 1882 has answers from some 25 librarians to the question "What are you doing to encourage a love of good reading in boys and girls?" (*L. j.* 7: 182.) Several speak of special catalogs or bulletins, most of personal interest in and friendship with young readers. One writes, "Give a popular boy a good book, and there is not much rest for that book. Librarians should like children." It was in 1883 that, by the suggestion and advice of our lamented friend, Frederick Lypoldt, I published a little classified pamphlet, "Books for the young." In January of the same year the Library Journal began a department of "Literature for the young," which was transferred at the end of the year to the Publishers' Weekly, where it still remains. The report on the subject, made for the Buffalo conference by Miss Bean, is on the same lines as the former one, with the addition of the experience of some smaller libraries. She says, "I believe the Lynn library has hit a fundamental truth, and applied the sovereign remedy, so far as the question concerns public libraries, in its 'one-book-a-week' rule for pupils of the schools."

Miss Hannah P. James's report at the Lake George conference in 1885 (*L. j.* 10: 278) sums up the information received from 75 sources in some suggestions for work in connection with school and home, suggesting the publication of book lists in local papers, supervision of children's reading if authority is given by parents, and the limitation of school

children's book to one or two a week. At the St. Louis conference of 1889 Miss Mary Sargent reported on "Reading for the young" (*L. j.* 14: 226). One librarian fears that lists of books prepared for boys and girls will soon become lists to be avoided by them, on account of young people's jealous suspicion of undue influence. Sargent's "Reading for the young" was published just after the White Mountain conference of 1890, and the subject was not discussed in San Francisco in 1891 or at Lakewood in 1892 except in relation to schools.

The Ladies' Commission on Sunday school books is at least five years older than the American Library Association. It has done good service in printing lists of books specially adapted to Unitarian Sunday schools, others unfitted for them only by a few doctrinal pages or sentences, and a third class recommended as household friends on account of their interests, literary value, and good tone. The Church Library Association stands in the same relation to Episcopal Sunday schools, recommending in yearly pamphlets:

- 1 Books bearing directly on church life, history, and doctrine.
- 2 Books recommended, but not distinctly church books.

The Connecticut Ladies' Commission has, at the request of the Connecticut Congregational Club, published since 1881 several carefully chosen and annotated lists.

The National Young Folks' Reading Circle, the Chautauqua Young Folks' Reading Union, and the Columbian Reading Union, the latter a Catholic society, the others undenominational, have published good lists for young readers. The Catholic Church also recommends many recent stories for children which have no reference to doctrines or differences in belief.

One hundred and fifty-two out of 160 libraries have answered the following questions:

- 1 Are your children's books kept by themselves?
- 2 Are they classified, and how?
- 3 Have they a separate card catalog or printed finding list?
- 4 Are they covered?
- 5 Do you enforce rules with regard to clean hands?
- 6 Have you an age limit, and if so, what is it?
- 7 Do you allow more than one book a week on a child's card?
- 8 Are children's cards different in color from others?
- 9 What authors are most read by children who take books from your library?
- 10 What methods have you of directing their reading? Have you a special assistant for them, or are they encouraged to consult the librarian and all the assistants?
- 11 Have you a children's reading room?

Seventy-seven reply to the first question that their children's books are kept by themselves, 22 that stories or other books are separate from the rest of the library, and 53 that there is no juvenile division.

Three answer simply "Yes" to the second question, 24 have adopted the Dewey system, in two or three cases with the Cutter author marks, 4 the Cutter, and 1 the Linderfelt system; 10 arrange by authors, 18 by

subjects, 4 by authors and subjects, 42 report methods of their own or classification like the rest of the library, and 46 do not classify children's books at all.

In answer to the third question, 6 libraries report both a separate card catalog and finding list, 43 a finding list for sale or distribution, 15 a card catalog for children, and 83 no separate list. Of the printed finding lists 4 are Sargent's, 1 Larned's, 2 Hardy's, and 2 Miss James's.

The fourth question relates to covering books for children. Eighty-five libraries do not cover them, 30 cover some, either those with light bindings or others that have become soiled and worn, 35 cover all, and 2 do not report.

In reply to the fifth question, 45 libraries require that children's hands shall be clean before they can take books from the library, or at least when they use books or periodicals in the building, and 50 have no such rules. Others try various methods of moral suasion, including in one instance a janitor who directs the unwashed to a lavatory, and in another a fine of a few cents for a second offense.

The sixth question, whether there is an age limit or not, brings various replies. Thirty-six libraries have none, five base it on ability to read or write, one fixes it at 6, one at 7, and one at 8. Ten libraries allow a child a card in his own name at 10, two at 11, forty-seven at 12, six at 13, thirty-three at 14, four at 15, and six at 16. They qualify their statements in many cases by adding that children may use the cards of older persons, or may have them if they bring a written guarantee from their parents or are in certain classes in the public schools.

Question 7 deals with the number of books a week allowed to children. Ninety-five libraries allow them to change a book every day; one (subscription) gives them a dozen a day if they wish. Fifteen limit them to two, and 3 to three a week, and 16 to only one. Several librarians in libraries where children are allowed a book a day express their disapproval of the custom, and one has entered into an engagement with her young readers to take 1 book in every 4 from some other class than fiction. Others do not answer definitely. A few libraries issuing two cards, or two-book cards, allow children the use of two books a week, if one is not a novel or story.

Question 8 is a less important one, whether children's cards are of a different color from others. There is no difference between the cards of adults and children in 124 libraries, except in case of school cards in 2. In 4 the color of cards for home use varies, and 4 report other distinctions, like punches or different charging slips. Eight do not charge on cards and 12 do not answer.

With regard to question 9, "What authors are most read by children who take books from your library?" the lists vary so much in length that it is impossible to give a fair idea of them in a few sentences. Some libraries mention only two or three authors, others ten times as many. Miss Alcott's name is in more lists than any other. Where

only two or three authors are given, they are usually of the Alger, Castleman, Finley, Optic grade. These four do not appear in the reports from 35 libraries, where Alden, Ballantyne, Mrs. Burnett, Susan Coolidge, Ellis, Henty, Kellogg, Lucy Lillie, Munroe, Otis, Stoddard, and various fairy tales fill their places. Seven are allowing Alger, Castleman, Finley, and Optic to wear out without being replaced, and soon find that books of a higher type are just as interesting to young readers.

Question 10 asks what methods are used in directing children's reading, and if a special assistant is at their service, or if they are encouraged to consult the librarian and all the assistants. Many librarians overconscientiously say, "No methods," but at the same time acknowledge the personal supervision and friendly interest that were meant in the query. Only nine do not report something of this kind. Six have, or are about to have, a special assistant, or have already opened a bureau of information. Five say that they pay special attention to selecting the best books, 4 of the larger libraries have open shelves, and 2 are careful in the choice and supervision of assistants.

In answer to question 11, 5 report special reading rooms, present or prospective, for children; 3 more wish that they had them, while others believe that the use of a room in common with older readers teaches them to be courteous and considerate to others. Most reading rooms are open to children, who sometimes have a table of their own, but in a few cases those under 14 are excluded.

My own opinion on the subjects treated in the questions are:

1 It is easier for a librarian or assistant to find a book for a child if whatever is adapted to his intelligence on a certain subject is kept by itself, and not with other books which may be dry, out of date, or written for a trained student of mature mind.

2 It is easier to help a child work up a subject if the books which he can use are divided into classes, not all alphabeted under authors.

3 A separate card catalog for children often relieves a crowd at the other cases. A printed dictionary catalog without notes does not help a child.

A public library can make no better investment than in printing a classified list for children, with short notes on stories illustrating history or life in different countries, and references to interesting books written for older readers. Such a list should be sold for 5 cents, much less than cost.

4 The money spent in paying for the paper and time used in covering books is just as well employed in binding, and the attractive covers are pleasant to look at.

5 The books can be kept reasonably clean if children are made to understand that they must not be taken away, returned, or if possible, read with unwashed hands. City children soon begin to understand this if they are spoken to pleasantly and sent away without a book till they come back in a fit state to handle it.

6 As soon as a child can read and write he should be allowed to use books. A proper guarantee from parent or teacher should, of course, be required.

7 A child in school can not read more than one story book a week without neglecting his work. If he needs another book in connection with his studies he should take it on a school teacher's, or nonfiction card.

8 It is best, if a child has only one book a week, for his card to be of a different color from others, that it may be more easily distinguished at the charging desk.

9 It has been proved by actual experiment that children will read books which are good in a literary sense if they are interesting. New libraries have the advantage over old ones, that they are not obliged to struggle against a demand for the boys' series that were supplied in large quantities fifteen or twenty years ago.

10 As soon as children learn that in a library there are books and people to help them on any subject, from the care of a sick rabbit to a costume for the Landing of the Pilgrims, they begin to ask advice about their reading. It is a good thing if some of the library assistants are elder sisters in large families who have tumbled about among books, and if some of the questions asked of applicants for library positions relate to what they would give boys or girls to read. If an assistant in a large library shows a special fitness for work with children, it is best to give it into her charge. If all the assistants like it, let them have their share of it.

11 The question of a children's reading room depends on the size of the room for older readers, and how much it is used by them in the afternoons. Conditions vary so much in libraries that it is impossible for one to make a rule for another in this case.

SHORT LIST OF BOOKS AND ARTICLES SUGGESTED FOR READING, 1894.

Lists like those by Mr. Sawin, of Providence, belong to libraries and schools. The bibliography of children's books, although most interesting to a student, does not bear directly on their relation to libraries. Welsh's Bookseller of the last century, Lond., 1885, and Mrs. E. C. Field's Child and his book, Lond., 1891, with the articles indexed in the three volumes of Poole, are the best authorities on the subject.

ABBOTT, L., *ed.* Hints for home reading. 4+147 p. N. Y. 1880.

BEAN, M. A. Evil in unlimited freedom in the use of juvenile fiction. *L. j.* 4: 341.

BROOKS, M. H. Sunday-school libraries. *L. j.* 4: 338.

BURT, M. E. Literary landmarks. 8+152 p. Bost. 1889.

FLETCHER, W. I. Public libraries and the young. (*See* U. S. Bureau of Education Report on Public Libraries in the United States, 1876, 1: 412.)

FOSTER, W. E. How to use the public library. (*In his* libraries and readers. N. Y. 1883.)

GREEN, S. S. Personal relations between librarians and readers. *L. j.* 1: 74.

— Sensational fiction in public libraries. *L. j.* 4: 345.

HALE, E. E., and others. Books that have helped me. N. Y. 1888.

— How I was educated. N. Y. 1887.

HANAWAY, E. S. Children's library in New York. *L. j.* 12: 158, 185.

- HARDY, G. E. Five hundred books for the young. 6+94 p. N. Y. 1892.
- HAWTHORNE, J. Literature for children. *No. Am.* 138: 383; also in his *Confessions and criticisms*. Bost. 1887.
- HEWINS, C. M. Books for the young. N. Y. 1882.
- Yearly report on boys' and girls' reading, 1882. *L. j.* 7: 182.
- Home libraries of the Children's Aid Society. *L. j.* 16: 278.
- JAMES, H. P. Yearly report on reading of the young. *L. j.* 10: 278.
- Massachusetts Free Public Library Commission. Reports, 3 v. Bost. 1891-93.
- MATTHEWS, B. (Arthur Penn). Home library. (Appleton's home books.) 154 p. N. Y. 1883.
- REPPLIER, A. What children read. (*Atlan.* 59: 23; also in her *Books and men*. Bost. 1888.)
- SARGENT, J. F. Reading for the young. 4+121 p. Bost. 1890.
- SARGENT, M. E. Yearly report on reading of the young. *L. j.* 14: 226.
- SCUDDER, H. E. Childhood in English literature and art. *Atlan.* 56: 369, 471.
- Childhood in literature and art, with some observations on literature for children. 253 p. Bost. 1894.
- Childhood in modern literature and art. *Atlan.* 56: 751.
- STEARNS, L. E. Reading of the young. *L. j.* 19: 81, 136.
- WELLS, K. G. Responsibility of parents in the selection of reading for the young. *L. j.* 4: 325.
- WIGGIN, K. D. What shall children read? *Cosmopol.* 7: 355; also in her *Children's rights*.
- YONGE, C. M. What books to lend and what to give. Lond. 1888.

Answers from librarians to questions on page 945—Part I.

	1	2	3	4	5	6	7	8
CALIFORNIA.								
Alameda, Alameda free library; J. W. Harbourn.	Yes.....	Yes.....	Finding list in preparation.	No.....	Yes.....	14 years.....	Yes.....	No.
Los Angeles, Los Angeles public library; Tessa L. Kelso.	No; I am convinced we are all on the wrong track by separating books and children in the library under the juvenile head.	Linderfelt method for fiction. X sign for juvenile.	Yes.....	No.....	Yes.....	12 years.....	Yes.....	No.
Oakland, Oakland public library; Henry F. Peterson.	Yes.....	Author and subject.....	Partial; will have Lutholph index.	Yes.....	Yes.....	do.....	No.....	No.
Pasadena, Pasadena public library; Mrs. S. E. Merritt.	Fiction only.....	Dewey and Cutler (fiction).	We have a finding list.	No.....	Yes.....	do.....	No.....	No.
Riverside, Riverside public library; Mary M. Smith.	No.....	With the other books, according to Dewey system, and marked with an X.	No.....	No.....	No; we have no rule.	do.....	Yes.....	No.
Sacramento, free public library; Caroline G. Hancock.	Yes.....	By Dewey system.....	Yes.....	No.....	No.....	do.....	No.....	No.
San Diego, San Diego public library; Lou Yonakin.	No.....	do.....	No.....	No.....	Yes.....	do.....	Yes.....	No.
Santa Barbara, free public library; Mrs. M. C. Rust.	Yes.....	By authors.....	Printed finding list.....	If in light covers.	We try to.....	do.....	Yes.....	No.
Santa Rosa; Bertha Kamil..	Yes.....	No.....	No.....	No.....	We have no rules.	14 years.....	Yes.....	No.
COLORADO.								
Denver, mercantile library; C. E. Dudley.	Yes.....	No.....	No.....	No.....	Yes.....	12 years.....	Yes.....	No.
Denver, public library; J. C. Dana.	Yes.....	By Dewey system, with X prefixed.	Finding list, but not complete. Am just about to put into use Hardy's "500 books for the young."	No.....	Some; would move if we had good accommodations for washing.	No.....	No.....	No.
CONNECTICUT.								
Ansonia, Ansonia library; F. J. Sterling.	Yes.....	Fiction; educational.....	No.....	No.....	So far as possible.	.....	.....	.....

Bridgeport, Bridgeport public library; Mrs. A. Hills.	Yes.....	Roughly, as fiction, biography, science, travel, history, and miscellaneons.	Separate card catalog (dictionary), and an author list in the general finding list. They are in a separate section of card catalog.	No.....	Yes.....	12 years.....	Yes.....	No.
Bristol, Bristol public library; E. Peck.	Yes.....	A1, juvenile stories; A2, juvenile travel; A3, juvenile science; A4, juvenile history; A5, juvenile biography; A6, juvenile literature; A7, juvenile religion and ethics. Only under the head of juveniles.	No.....	No.....	Occasionally.....	14 years.....	Yes.....	No.
Danbury, Danbury library; Mrs. O. H. Sanford.	Yes.....	No.....	We have a classified catalog in book form.	No.....	No.....	No.....	Yes.....	No.
East Hartford, Raymond H. library; Jessie W. Hayden.	No.....	No.....	No.....	No.....	We have no such rules, as there are no young children.	No.....	No.....	No.
Falls Village, David M. Hunt library; C. Belle Malbie.	Yes.....	Alphabetically, by authors.	No.....	No.....	Yes.....	No.....	No.....	No.
Hartford, Hartford public library; Caroline M. Hewins.	Yes.....	In 10 classes, with J. prefixed; J. 0, magazines; J. 10, history and biography; J. 20, religion; J. 30, morals and manners; J. 40, travel; J. 50, science; J. 60, useful arts; J. 70, fine arts and amusements; J. 80, stories; J. 90, fairy tales and poetry.	We have a printed author list, classified and annotated.	No.....	Yes.....	Ability to write on one's name and residence.	Only one a week when the schools are in session.	Yes.
Middleton, Russell library; L. F. Philbrook.	No.....	No.....	No.....	Some of them.	No.....	14 years.....	No.....	No.
Moodus, East Haddam free public library; N. E. Chaffee.	To quite an extent, not entirely.	They are not so definitely classified as the others, for history and travel are together. In some divisions juveniles are with others.	The children's books are separate in the printed finding list, and others suitable for them are marked with a star.	No.....	We try to.....	No.....	Yes.....	No.
New Britain, New Britain Institute; Lillian Whiting.	Yes.....	Division of juvenile under fiction.	No.....	No.....	No.....	12 years.....	Yes.....	No cards; load for charging system.
New Haven, New Haven free public library; W. K. Slocum.	Fiction is kept by itself.	Non-fiction has the Dewey classification.	Printed finding list.....	No.....	No.....	.....do.....	Yes.....	No.

Answers from librarians to questions on page 945—Part I—Continued.

1	2	3	4	5	6	7	8
CONNECTICUT—continued. New Haven, Young Men's Institute; W. A. Borden.	No.....	Only as the other books are classified, by subject.	No.....	No need. It is not a free library.	No.....	They can take out and return a dozen a day if they like.	No cards.
New London, New London Public Library; M. A. Richardson.	No.....	As other books (Dewey) with J prefixed to class number.	No.....		12 years	Yes.....	No.
Norfolk, Norfolk Library; Isabella Eldridge.	Yes.....	Dewey classification.	A portion of them.	No.....	No.....	Yes.....	No.
North Granby, Cossitt Library; Kate E. Dewey.	Yes.....	No.	No.....	Yes.....	12 years	Yes.....	No.
Norwich, Ois library; Jonathan Trumbull.	Yes.....	By Dewey, class numbers, and J.	No.....	Yes.....	do	Yes.....	No.
Salisbury, Salisbury Library; H. E. W. Warner.	Yes.....	No.....	At present, the covers will soon be removed.	No.....	No.....	Yes.....	No.
South Norwalk, South Norwalk public library; Augustine Scott.	No.....	No.....	Yes.....	No.....	12 years		No.
Stamford, Ferguson Library; A. W. Paradise.	Yes.....	Under a letter.	No.....	Yes.....	No.....	Two a day.....	No.
Torrington, Torrington Library Association; no signature.	Yes.....	No.....	No.....	No.....	No.....	Yes.....	No cards.
Waterbury, Silas Bronson Library; H. F. Bassett.	No.....	No.....	No.....	As far as practicable.	No.....	One a day.....	No.
West Hartford, West Hartford public library; Elizabeth S. Elmer.	No.....	With other books, according to subject.	Fiction is covered.	No.....	10 years	Yes.....	No cards.
West Winsted, Beardsley Library; L. M. Carrington.	Mostly.....	Certain shelves are given to history and illustrated travels, more to stories.	No.....	Hints, rather than rules.	No.....	One book a week.	No.
Willimantic, public library; A. Dell Carpenter.	No.....	No.....	Yes.....	No.....	12 years	Yes.....	No.
GEORGIA. Atlanta, Young Men's Library Association; Miss Wallace.	Yes.....	Alphabetically.....	Some of them		No.....	Yes.....	

ILLINOIS.									
Anrora, public library; Jas. Shaw.	Juvenile fiction is kept by itself.	They are classified with other books.	No.	No.	Attempts are made when the need is specially apparent.	15 years	Yes.	No.	No.
Akron, public library; Florence Deller.	Yes.	History, travels, fiction.	No.	No.	No; they are clean children.	No.	Two on each card. Any number at 5 cents a week each.	No.	No.
Belleville, Belleville public library; F. J. Staufenbiel.	Yes.	Alphabetically under authors. The classics, history, geography, science, travel, fiction, have been abolished.	No.	No.	Yes.	No.	Yes.	No; the issuing slips are different.	No.
Decatur, free public library; no office named.	Yes.	No.	No.	No.	Yes.	8 years.	Yes.	No.	No.
Chicago, Chicago public library; F. H. Hild.	Yes.	Alphabetically by authors.	Included in catalog of English prose fiction.	No.	Yes.	No.	Yes.	No.	No.
Galesburg, public library; Ediz. Phillips.	No.	No.	Children's book numbers are in italics in the finding list.	Part of them.	We have no rules, but children understand that library books must be handled with clean hands.	16 years.	Yes.	No.	No.
Joliet, public library; no signature.	Yes.	Yes.	No.	No.	No.	12 years.	Yes.	No.	No.
Ottawa, Reddick's library; L. Macy.	Yes.	Alphabetically, by authors.	Yes.	No.	Yes.	do.	No.	No.	No.
Peoria, Peoria public library; E. S. Wilcox.	Yes.	Yes; by subject; religion, science, mythology, literature, travels, history, biography, German, miscellaneous.	Separate card catalog.	No.	Yes.	No.	Yes.	No.	No.
Quincy, free public library; Jas. Gallagher.	Yes.	History, biography, adventure, travel, fiction.	Printed finding list.	As they get sorted.	We try.	Old enough to write application.	Yes.	No.	No.
Rockford, public library; no signature.	Yes.	No.	No.	Not until visibly sorted.	Yes.	14 years.	Yes.	No.	No.
INDIANA.									
Evansville, Willard library; Louisa Scanlin.	Yes.	No.	In printed finding list of all books.	No.	Yes.	12 years.	Two.	No.	No.
Indianapolis, public library; Eliza G. Browning.	No.	Juvenile fiction is kept by itself; others are not separated.	Printed finding list, not of late date; new one to be issued.	No.	Yes.	10 years.	Yes.	No.	No.

Answers from librarians to questions on page 945—Part I—Continued.

1	2	3	4	5	6	7	8
INDIANA—continued.							
Richmond, Morrison library; Mrs. S. A. Wagley.	Yes.....	We are about to classify.		No.....	No.....	We issue to the head of a family.	No cards.
IOWA.							
Burlington, public library; no signature.	Yes.....	Yes; by author and subject.	No; some are.	No.....	12 years.....	Yes.....	No.
Davenport, Library Association; S. A. Biehn.	Yes.....	By authors.....	No.....	No; but if spoken to they seldom come with soiled hands again.	No.....	Yes.....	No.
Dubuque, Young Men's Library Association; no signature.	Yes.....	Not specially.....	No.....	It is not necessary.	No.....	Yes.....	No cards.
KANSAS.							
Topeka, free public library; Mrs. E. S. Lewis.	Yes.....	By subject and author.	Yes.....	We try to.....	No.....	Yes.....	No.
LOUISIANA.							
New Orleans, Howard Memorial library; William Beer.	No.....	With general classification.	No.....	Janitor has orders to direct those with dirty hands to the wash room.	13 years.....	We allow five books in the room.	
MAINE.							
Bangor, public library; Mary H. Curran.	No.....	By the Dewey classification.	No.....	Yes.....	No.....	Yes.....	No.
Portland, Portland public library; Alice C. Furbush.	Yes.....	No.....	Yes.....	Yes; in the reading room.	14 years.....	Yes.....	No.
MARYLAND.							
Baltimore, Enoch Pratt free library; Bernard C. Steiner.	Yes; mainly.....	Alphabetically under authors.	Not unless bound in white.	No.....	do.....	Yes.....	No.
MASSACHUSETTS.							
Boston, Boston public library; Mary A. Jenkins.	No.....	Each finds its place in the regular library classification.	No.....	No.....	12 years.....	Yes.....	No.

Brookton, public library; no signature.	Only the fiction.	Fiction is divided into books for boys, books for girls, and books for children under 10. Juvenile fiction has a separate alcove, arranged by authors.	They have Sargent's Reading for the Young, and a separate list in the fiction catalog.	Yes.....	No.....	13 years.....	Two.....	No.
Brookline, Brookline public library; M. A. Bean.	Yes.....	No.....	Printed finding list.	Yes.....	Yes.....	12 years.....	Yes.....	No.
Cambridge, Cambridge public library; Almira L. Hayward.	Yes.....	No.....	No.....	Not until soiled or much worn.	Alas! No.....	13 years, or highest class in grammar school.	Yes.....	No.
Chelsea, Fitz public library; Medora J. Simpson.	Yes.....	Juvenile.....	No.....	Not when new.	Yes.....	14 years.....	Yes.....	No.
Clinton, Bigelow free public library; C. L. Greene.	No.....	With other books, by author and subject.	No.....	As soon as soiled.	No.....	.....do.....	Yes.....	No.
Concord, Concord free public library; Ellen F. Whitney.	Yes.....	To put juvenile travel, histories, stories, etc., together, but the alcove is now too crowded.	No.....	Yes; after first three months.	We have no rules except when a severe case seems to call for them.	12 years.....	Yes.....	No.
Dedham, Dedham public library; F. M. Mann.	No.....	Under juvenile fiction.	No.....	Yes.....	When we can.....	14 years.....	Yes.....	No.
Fall River, Fall River public library; Wm. H. Ballard.	No.....	No.....	No.....	Yes.....	No.....	.....do.....	No.....	No.
Fitchburg, Fitchburg public library; P. C. Rice.	No.....	As juveniles.....	Card catalog.....	Yes.....	Yes.....	.....do.....	Three.....	No.
Framingham, town library; Emma L. Clarke.	Yes.....	Very slightly, according to subject.	No.....	Yes.....	This is seldom necessary.	14 years, but at any age if parents will be responsible.	Yes.....	No.
Haverhill, Haverhill public library; Edward O'Brien.	No.....	No.....	No.....	No.....	No rules; we sometimes require a washing of hands.	12 years.....	Yes.....	No.
Holyoke, Holyoke public library; no signature.	Yes.....	No.....	No.....	No.....	We try to.....	14 years.....	Two.....	No.
Leicester, Leicester town library; K. M. Marvin.	No.....	No.....	No.....	Yes.....	No.....	12 years.....	No.....	No.
Lawrence, Lawrence public library; Mary F. Packard.	Yes.....	No.....	We have a few lists made out by people interested in reading for the young.	Yes.....	We recommend clean hands.	14 years.....	Yes.....	No.
Lincoln, Lincoln library; Miss H. A. Howes.	Yes.....	No.....	No.....	Yes.....	No.....	12 years.....	No.....	No.
Lowell, city library; T. A. Chase.	No.....	They are classified with our other books. Dewey system and author index.	We have a separate card catalog and intend to print a finding list.	Not at first, but soon have to be.	We try to.....do.....	Our rule is not strictly enforced.	No.

Answers from librarians to questions on page 945—Part I—Continued.

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MASSACHUSETTS—continued.							
Lovell Middlesex Meehan- ices' Institute; A. L. Sur- gent.	Only in the catalog; children have access to the shelves.	No separate card cat- alog; lists of new books are printed in the local papers. Printed finding list...	No.....	It is not necessary.	No.....	Yes; if wanted.	No cards.
Lynn, free public library; J. C. Houghton.	Yes; general works, fiction, biography, history, poetry, science, and arts, travels.	Printed list prepared by librarian, but edition exhausted.	No.....	As much as possi- ble.	12 years.....	Yes.....	No.
Malden, public library; L. A. Williams.	No.....	No.....	No.....	So far as possible.....	do.....	Yes.....	No.
Marblehead, Abbott public library; Mrs. S. E. Greg- ory.	Like the other books, juvenile fiction is by itself.	No.....	Most of them.	We charge a few cents for the sec- ond offense.	14 years.....	Yes.....	No.
Marlboro', public library; Sarah E. Cutting.	Travel, history, fic- tion.	Separate card cata- log.....	Yes.....	No.....	12 years.....	Yes.....	No.
Medford, public library; no signature.	Outer classification.....	No.....	After they become soiled.	Yes.....	No.....	Yes.....	No.
Natick, Morse Institute; Nellie L. Fox.	The same as others, and with them with the exception of fic- tion.	We have Sargent's Reading for the Young, with the numbers on the margin.	As soon as soiled.	I demand that all books shall be handled with care. Any care- lessness is fin- ishable.	12 years.....	Yes.....	No.
New Bedford, free public library; R. C. Ingraham.	With other books and classified as they are.	No.....	In fiction, yes; in other de- partments, no.	I have never ex- amined the hands. We fine them if they in- jure the books.	14 years.....	Yes.....	No.
Newburyport, public li- brary; John D. Parsons.	Not classified save as "juveniles."	No; they are entered on accession lists and bulletins as ju- venile literature.	Yes.....	No.....	10 years.....	Yes.....	No.
Newton, free library; Eliz- abeth P. Thurston.	No.....	We use Sargent's Reading for the Young, with our call numbers.	Yes.....	As far as practi- cable.	12 years.....	Yes; seven.....	
North Adams, public li- brary; Miss Dunton.	Juvenile fiction same as other fiction, with J. prefixed. Other books classi- fied also with J.	No.....	No.....	We talk con- stantly.	14 years.....	Two.....	They are punched with a let- ter J.

	No.....	Fiction and juvenile..	Written lists and numbers affixed to Sargent's Reading for the Young. We have a printed bulletin. Edition exhausted.	Yes.....	Yes.....	12 years.....	Yes.....	No.....
Northampton, free public Library.	No.....	Fiction and juvenile..	Written lists and numbers affixed to Sargent's Reading for the Young. We have a printed bulletin. Edition exhausted.	Yes.....	Yes.....	12 years.....	Yes.....	No.....
North Easton, Ames free Library.	Yes; in a separate alcove.	The children's alcove has four ranges. One has books of a miscellaneous character. The second and third are roughly divided into books for boys and books for girls, history and discovery are in the boys' range, science and natural history in girls'. The fourth has biographies.	No.....	No.....	No, but there are fines for books badly soiled or torn.	14 years.....	Yes.....	No.....
Peabody, Peabody Library; J. Warren Upton. Pittsfield, Berkshire atheneum; Harlan H. Ballard.	No.....	No.....	No.....	No.....	No.....	do.....	Yes.....	No.....
Quincy, Thomas Crane public Library.	Yes.....	History, travel, amusements, stories, periodicals, science.	Printed finding list.....	About half. We have abandoned the practice after thorough trial.	No printed rules, but we suggest washing hands when needed.	15 years.....	Yes; no cards.	No cards
	No.....	No.....	do.....	Yes.....	No.....	14 years, and all children of A and B grammar-grade.	No.....	No.....
Salem, Salem public library; Gardner M. Jones. Shelburne Falls, Arms library; Flora A. Halligan. Somerville, Somerville public library; Harriet A. Adams.	No.....	They are arranged with other books, such as history, biography, travels, literature, poetry, and fiction.	No.....	No.....	Only in reading room.	12 years.....	Yes.....	No.....
Southbridge, Southbridge public library; A. Jenette Collins.	Mostly.....	As juveniles in printed catalog. They are not classified.	They have none.....	No.....	No.....	No.....	No.....	No.....
	Yes.....	Under history, biography, travel, fiction.	No.....	Yes.....	Yes.....	14 years.....	No.....	No.....
Springfield, City Library Association; William Rice. Stoneham, Stoneham public library; M. H. Boyce.	Yes.....	Yes; broadly, as far as space permits.	Both.....	No.....	Yes; I think a child should be allowed to use it once a week.	No.....	Yes; I think a child should be allowed to use it once a week.	No.....
	No.....	No.....	They are distinguished by a star.	Not generally; only the oldest ones.	No.....	14 years.....	No.....	No.....
	No.....	No.....	No.....	No.....	No.....	10 years.....	No.....	No.....

Answers from librarians to questions on page 945—Part I—Continued.

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MASSACHUSETTS—continued.								
Taunton, public library; E. C. Arnold.	In part.....	They are indicated by daggers in the gen- eral finding list.	No.....	Yes; though we are ex- pertment- ing with new bind- ing which will obvi- ate that necessity.	We try, but don't always succeed.	15 years.....	Yes.....	No.
Waltham, Waltham public library; Mrs. M. E. Bill.	Yes.....	.....	Printed finding list.....	Yes.....	Yes.....	14 years.....	Two.....	No.
Warren, Warren public li- brary; no signature.	No.....	Yes; like the others, Dewey system.	No.....	No.....	Sometimes.....	No.....	Yes.....	No.
Weymouth, Traft's library; C. A. Blanchard.	No; except- ing fiction.	Classified with the other books.	We have Sargent's Reading for the Young, and Miss James's school list, to which our num- bers are added. They have a separate place in the printed catalog.	.....	We sometimes ask a child to wash his hands before giving him a book.	12 years, 10 by special permis- sion.	Yes.....	No.
Woburn, public library; no signature.	Yes.....	No.....	No.....	Yes.....	If we can.....	12 years.....	Yes.....	No.
Worcester, free public li- brary; Samuel Sweet Green.	No.....	No.....	No.....	Not until the covers are much detached.	Yes; as well as we can.	No limit, but the discre- tion of the head of the circulat- ing depart- ment.	Two.....	Yes.
MICHIGAN.								
Bay City, Bay City public library, Annie F. Parsons.	Yes.....	By subjects: Most of the histories, bio- ographies, books on sciences and trav- els are where the children see them and select for them- selves.	We use the Sargent catalog, checking our books in red.	No.....	Sometimes.....	12 years.....	Yes.....	No.
Detroit, public library; H. M. Udley.	No.....	No.....	No.....	No.....	No.....	14 years.....	Yes.....	No.

Grand Rapids; Lucy Ball....	Yes.....	Arranged alphabetically by authors.	There is a list for the public schools, but this is not a complete catalog of juvenile books in the library.	.....	No.....	10 years.....	If a child draws a book a day he is limited to two a week, unless otherwise requested by parent or teacher.	No.
Kalamazoo.....	No.....	.....	No.....	No.....	No.....	6 years.....	Two.....	No.
MINNESOTA.								
Minneapolis; J. K. Hosmer..	No.....	No.....	Fiction and juveniles are in one finding list.	No.....	No.....	14 years, except to pupils recommended by teachers.	Yes.....	No.
St. Paul, St. Paul public library; Helen J. McQuine.	Yes.....	Juvenile literature.....	.....	Not generally.	No.....	No.....	Yes.....	No.
MISSOURI.								
Kansas City, Kansas City public library; Carrie W. Whitney.	No.....	Yes.....	Separate card catalog, also included in dictionary catalog.	Yes.....	No.....	No.....	Yes.....	No.
St. Louis, St. Louis public library; F. M. Crunden.	Yes.....	Science, history, biography, travels and adventure, fiction.	Separate card catalog.	No.....	Only for books used in the library.	No.....	Yes.....	Yes.
MONTANA.								
Helena, Helena public library; Frank C. Patter.	No.....	With rest of library. Outlier classification.	We expect to make a classified printed list, Hardy's "500 Books for the Young" will be used for the present.	No.....	We are growing more and more particular.	12 years, we expect to abolish it, but require signature of parent for under 14.	Yes.....	No.
NEBRASKA.								
Omaha, Jessie Allen.....	Fiction is.....	They are kept with other books.	We have a printed list.	No.....	No.....	10 years.....	Two.....	No.
NEW HAMPSHIRE.								
Concord public library; D. F. Seaborn.	Yes.....	No.....	No.....	No.....	No; we examine their hands sometimes and recommend soap and water.	10 years.....	Two.....	No.

Answers from librarians to questions on page 945.—Part I.—Continued.

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NEW HAMPSHIRE—cont'd.								
Dover, public library; Caroline H. Garland.	Yes.....	Fiction and part of travel are by themselves; but I like them better shelved with their classes.	No; but children easily use the general card catalog.	Light-bound books at once; others as they need.	Yes.....	12 years.....	Two; rule not always enforced.	No.
Manchester, Manchester City library; Mrs. M. J. Buncher.	Not exclusively.	No.....	.....	Yes.....	No.....	10 years.....	Yes.....	No.
Nashua, public library; Harriet Crompton.	Yes.....	Yes; under juvenile.....	They have a separate card catalog, and are in the printed catalog.	No.....	No.....	do.....	Two.....	No.
Portsmouth, free public library; R. E. Rich.	No.....	Only under juvenile.....	No.....	No.....	We can not.....	12 years.....	Yes; but the librarian checks excesses in school children.	No.
NEW JERSEY.								
Newark, Newark public library; F. P. Hill.	No.....	Yes; like all other books, and with J.	No; use Sargent's Reading for the Young with our call number.	When soiled.	Not offensively.....	14 years.....	Yes.....	No.
Peterson, free public library; G. F. Winchester.	No.....	Same as other books.	No.....	As a rule, no.	No. We fine people who soil or use books unreasonably.	do.....	Yes.....	No.
Plainfield, public library; E. L. Adams.	Their story books are.	By Dewey system.....	No; we have a selected list kept at the "children's table."	No.....	We have not found it necessary.	do.....	Yes.....	No.
NEW YORK.								
Albany, home libraries; Mary S. Cutler.	They are all children's books.	No.....	Librarian has card catalog, each child a written list in alphabetical order.	No.....	Clean hands are encouraged.	About 8 to 15 years.	One book, one number of a periodical.	No cards.
Brooklyn, Pratt Institute; Mary W. Plummer.	Yes; for children under 14.	Like the rest of the library, by the Dewey system.	Typewritten finding list.	Yes.....	Yes; in reading room.	No.....	Two.....	Yes; under 14, light brown stamped children's card.
Brooklyn, Union for Christian Work; Fanny Hull.	No.....	Yes; same as other books. Dewey classification.	Yes; children's list of authors and titles at the end of the card catalog. They are also in the general card catalog.	When soiled.	Partly.....	12 years.....	.....	.....

Buffalo, Buffalo Library; J. N. Larned.	Fiction is kept by itself.	History and biography, poetry, science, travel, fiction, prose literature.	"Books for young readers" was printed in 1881. Juvenile books are starred in our printed finding list.	No.	In regard to books used in the library.	No.	900 free tickets are distributed in the public schools.	Yes; school tickets are.
Gloverville, Gloverville free library; A. L. Peck.	Yes.		Printed finding list.	Yes.	We enforce the rule strictly. Children having dirty hands must wash them before they apply for books. A lavatory is connected with each room.	12 years.	Yes. However, I frequently call the attention of parents, teachers, and children to the evil effect of too many books.	No.
Newburg, Newburg free library; C. Estabrook.	No.	No.	No.	No.	Yes.	Ability to read.	Not to children under 10.	No.
New York, Aguilar Library; no signature.	Yes.	Dewey classification.	Printed list.	All except new books.	Yes.	11 years.	Yes.	No.
New York, New York free circulating library; Ellen M. Coe.	Fiction only.	With author letter and book number.	No; except fiction. In each class, however, all books recommended to young readers are distinguished by an asterisk following the book number.	Not at first. We think that an attractive cover teaches us a good use of books.	No absolute rule; but we try to influence the children in that respect.	12 years.	Yes; in our library the children have entered into an engagement with the librarian that every fifth book shall be of her selection and other than fiction.	No.
New York; no name of library or signature.	No.	In the catalog by subjects.	The juvenile fiction is separately starred in our finding list of fiction, and the other juvenile literature cataloged by classes in our finding list of general works.	Yes.	Yes.	No.	Yes.	No.

Answers from librarians to questions on page 945—Part I—Continued.

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NEW YORK—continued.								
New York, Y. W. C. A.; Sarah W. Cattell.	Yes.....	No; they are arranged alphabetically by author under class mark J.	No; they are in the general card catalog.	Not until sold or worn.	No.....	14 years.....	Yes.....	No.
Poughkeepsie, John C. Sickley.	No.....	No.....	No.....	No.....	Not unless books are defaced.	No.....	Yes.....	No.
Troy, Troy Young Men's Association; De Witt Clinton.	Yes.....	Alphabetically by authors, etc.	We have a printed finding list.	No.....	No.....	12 years; not strictly enforced.	Yes.....	No.
Utica, school district library; Elizabeth A. Jacobs.	No.....	Alphabetically by title and author.	They are kept by themselves in the catalog.	No.....	We try to.....	10 years.....	No.....	No.
OHIO.								
Cleveland, Cleveland public library; Wm. H. Brett.	Stories are by themselves, alphabetically by authors.	Books of other classes are with books of the same sort for older people.	We have no separate lists for children.	No.....	As far as possible..	14 years.....	2 story books..	No.
Dayton, public library; no signature.	Yes.....	Same as other books..	No.....	No.....	Do not know how; occasionally we remonstrate.	10 years.....	Yes.....	No.
Springfield, Warder public library; R. C. Woodward.	Yes.....	Like the rest of the library, but with a separate class number.	Separate card catalog.	No.....	We try to.....	10 to 15 years.	Yes.....	Yes.
Toledo, public library; Mrs. F. D. Jermain.	Stories only..	With the rest of the library.	...do.....	No.....	Yes.....	10 years.....	Two.....	No.
PENNSYLVANIA.								
Allentown, Carnegie free library; Wm. M. Stevenson.	Fiction is....	With other books under the Dewey classification.	No.....	A few are.....	Yes.....	12 years.....	Yes.....	No.
Germantown, Friends' free library; William Kite.	Yes.....	No.....	No.....	No.....	Not strictly.....	...do.....	No.....	No.
Philadelphia, Apprentices' Library Company; C. M. Underhill.	No.....	With other books under the Dewey classification.	No.....	No.....	Very often.....	Ability to read.	Two.....	No.
Scranton, Scranton public library; Henry J. Carr.	No.....	Like other books.....	No.....	No.....	Same as for any book takers.	No.....	Yes.....	No.
Wilkesbarre, Osterhout free library; Hannah P. James.	Yes.....	Like other books with J. prefixed.	No; excepting a list for school use.	Yes.....	We try to.....	12 years; but encourage children to use their parents' cards.	Yes.....	No.
RHODE ISLAND.								
Newport, Newport public library; no signature.	No.....	They are with fiction, but on separate shelves.	Manuscript catalogs of juvenile books.	Not unless badly worn or soiled.	Yes.....	15 years.....	No.....	No.
Pawtucket, Pawtucket public library; Minerva A. Sanders.	Largely.....	By the Dewey system.	Neither; our shelves are open and have printed labels.	Yes.....	Highly.....	No; each pupil in the public schools has a card marked "school."	At the discretion of the librarian.	No.
Providence, Providence public library; W. E. Foster.	Yes.....	Yes.....	No.....	Yes.....	Yes.....	14 years.....	As yet.....	No; | sch is. No.
Woonsocket, Harris Institute library; Anna Metcalf.	No.....	Not separately.....	I have prepared a school catalog of desirable books.	Yes.....	I can not.....	...do.....	Yes.....	No.
VERMONT.								
Burlington, Fletcher free library; Sarah C. Hagar.	Mostly.....	Fiction, travels, science, biography.	Written lists.....	Fiction always; others generally.	Occasionally.....	14 years; younger children take books on cards of parents; cooks, earlmen, etc.	Yes.....	No.
St. Johnsbury, St. Johnsbury Athenaeum; Louise L. Bartlett.	No.....	With rest of library..	No.....	No.....	We try to. We require books to be wrapped in paper.	14 years.....	No.....	No.
Verennes, Mary T. Tucker.	Yes.....	Alphabetically.....	No.....	Yes.....	No.....	7 years.....	Not usually...	No.
WASHINGTON.								
Seattle, public library; Mrs. S. K. Harrett.	Yes.....	Dewey system.....	Typewritten; will soon be printed.	Yes.....	.....	12 years.....	Yes.....	No.
WISCONSIN.								
Milwaukee, Milwaukee public library; Theresa H. West.	No.....	Like rest of library, with X added to number.	Printed lists.....	No.....	Not very well.....	No.....	Yes.....	No.

Answers from librarians to questions on page 945—Part II.

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CALIFORNIA.			
Alameda, Alameda, free library; J. W. Harbottle.	Alcott, Alger, Castlemon, Douglas, Kellogg, Optic.	They are encouraged to consult librarian and assistants.	No.
Los Angeles, Los Angeles public library; Teresa J. Koles.		Interesting parents, teachers, and the children themselves. We have a special assistant, and there are encouraged to consult the librarian and all the assistants. They are encouraged to consult the librarian.	No.
Oakland, Oakland public library; Henry F. Peterson.	Alcott, Butterworth, Coffin, Chauncy, Trowbridge, Young's histories.	Personal suggestion, we try to select the very best reading. I would exclude Trowbridge if I could.	No; they use the large reading room.
Pasadena, Pasadena public library; Mrs. S. E. Merritt.	Alcott, Alger, Castlemon, Finley, Henry, Sophie May, Optic.	They are always willingly rendered by librarian and assistants.	No.
Riverside, Riverside public library; Mary M. Smith.	Alger, Castlemon, Ellis, Optic.	None; we recommend when there is opportunity to do so.	No.
Sacramento, free public library; Caroline G. Hancock.			No.
San Diego, San Diego public library; Lu Younklin.	Alcott, Alger, Coffin, Fern, Henry, Knox, Ober, Towle, Mark Twain.	Personal advice mainly; we have Sargent and Burd; the ambitious readers are asked to choose books; no special assistant.	No.
Santa Barbara, free public library; Mrs. M. C. Root.	Alcott, Alden, Henry, Stoddard, Trowbridge.	By personal interest in them; they consult the librarian and assistants.	No.
Santa Rosa; Bertha Kamill.	Alcott, Coffin, Ewing, Henry, Optic, Reid, etc.	They are encouraged to consult the librarian by teachers, who sometimes send lists.	No.
COLORADO.			
Denver, mercantile library; C. E. Dudley.	Alger, Castlemon, Henry, Optic.	No methods; they are encouraged to consult the assistants.	No.
Davenport, public library; J. C. Dana.	Alcott, Ballantyne, Coffin, Fern, Kellogg, Knox, Trowbridge, Mark Twain; we do not have Optic, Castlemon, Alger, Elsie books.	Keep the quality of books fairly high; talk to them when they come to the library; print special lists; get the teachers to look after them; they are encouraged to consult librarian and assistants.	No; wish we had.
CONNECTICUT.			
Ansonia, Ansonia library; F. J. Sterling.	Alcott, Optic, Henry.	Calling attention to books useful and helpful, which I have read myself. I frequently converse with the children, and try to make them feel that I am a friend.	No.
Bridgesport, Bridgesport public library; Mrs. A. Hills.	Abbott, Alcott, Alden, Ballantyne, Balton, Burnett, Butterworth, Chauncy, Church, Coffin, Fern, Hale, Ellis, Henry, Kellogg, Kingston, Knox, Lillie, Sophie May, Moleworth, Chris. Reid, Scudder, Margaret Sidney, Stephens, Stoddard, Trowbridge, Vorne, Wolsey.	We have tried or are trying most of the popular methods, but have little faith in anything except direct personal inducement; tried having a special assistant window; find that children have their favorites, and it is better to let them go to the assistant they like best.	No; no believe that the quiet order and politeness we exact from them teach many most valuable lessons.
Bristol, Bristol public library; E. Peck.	Henry, Roe, Columbian histories.	Such personal advice as the librarian finds occasion to give.	No.
Danbury, Danbury library; Mrs. C. H. Sanford.	Alcott, Alger, Castlemon, Ellis, Kellogg, Perry, Optic, Mark Twain.	We have but one librarian, and they are all expected to consult her.	No.
East Hartford, Raymond library; Jessie W. Hayden.	Alcott, Alger, Cooper, Henry, Kellogg, Optic, Stoddard, Whitney.	We have no children under 14 and not more than half a dozen under 18.	No.

Falls Village, David M. Hunt library; C. Belle Matthee, Hartford, Hartford public library; Caroline M. Hewins.	Alcott, Alger, Coolidge, Henty	No special methods; no assistant.	No.
Middletown, Russell library, L. F. Philbrook.	Alcott, Alden, Barnett, Coffin, Coolidge, Penn, Henty, Kellogg, Meade, Moleworth, Munroe, Stoddard, Mark Twain, Uncle Tom's Cabin, Black Beauty, Verne, and fairy tales. Boarding-school stories are very popular and there is a special list of them.	General friendliness of librarian and assistants, books on open shelves, talk in school, and cooperation with teachers. Both assistants and books are carefully chosen. The children have access to about a hundred books at a time on the open shelves. The supply is constantly renewed. The printed author list was ready as soon as the library was open, and has been of the greatest use. Children make out the lists among themselves, and the librarian uses her own judgment about finding books "out" and substituting others better suited to the age and intelligences of the child.	No.
Moodus, East Haddam, free public library; N. E. Chaffee.	Alcott, Burnett, Coffin, "H. H." Kellogg, Knox, Trowbridge.	An interest in each child and his needs as far as possible; they show a willingness to be helped.	No.
New Britain, New Britain Institute; Lilian Whitings.	Alcott, Burnett, Coffin, Henty, Stoddard, Trowbridge, Wiggins.	Encouraged to consult the librarians.	No.
New Haven, New Haven free public library; W. K. Sisson.	Alcott, Castlemont, Ellis, Optie, Trowbridge.	Encouraged to consult librarian and assistants.	No.
New Haven, Young Men's Institute; W. A. Bordon.	Alcott, Alger, Castlemont, Finley, Henty, Kellogg, Optie, Ray, Verne.	No methods; they have access to shelves; we keep our juvenile books with all the others because we prefer the children to see and handle other books than those specially written for them. Twelve per cent of last year's circulation was among boys and 6 per cent among girls. They are encouraged to consult the librarian and assistants.	No.
New London, New London public library; M. A. Richardson.	Alcott, Alden, Champney, Coolidge, Coffin, Ellis, Finley, Henty, Kellogg, Ker, Sophie May, Munroe, Trowbridge, Mark Twain.	They are helped by the librarian; they occupy the general reading room almost to exclusion of adults.	No.
Norfolk, Norfolk library; Norfolk.	Alcott, Burnett, Coolidge, Edgeworth, Egglesston, Finley, Page, Richards, Scudder, Trowbridge, Wiggins.	No special methods; they are encouraged to consult the librarians.	No.
North Granby, Cossitt library; Kate E. Dewey.	Alcott, Coffin, Coolidge, Henty, Trowbridge, Auderssen, Graham, and other fairy stories. Alger and Optie much called for, but kept in diminishing supply.	They are encouraged to consult regarding books; we also aim to supply them through the teachers.	No.
Norwich, Otis library; Jonathan Trumbull.	Alcott, Burnett, Coffin, etc., Howell's Library of Adventure is very popular.	Interest and judgment in recommending books.	No.
Salisbury, Salisbury library; H. E. W. Warner.	Alcott, Burnett, Coffin, Cooper, Mrs. Custer, Kellogg, Ker, Knox, Sophie May, Munroe, Optie, Mayno Reid, Margaret Sidney, Stoddard.	The librarian assists them personally.	No; the general reading room is open to children on good behavior.
South Norwalk, South Norwalk public library; Andrew Scott.	Alcott, Coolidge, Lillie, Optie.	No methods; they make their own selection.	No.
Stamford, Ferguson library; A. W. Paradise.	Alcott, Alger, Henty, Optie, Trowbridge		No.
Torrington, Torrington library Association; no signature.	Alcott, Castlemont, Champney, Ellis, Kellogg, Optie, Stephens.		No; in the new building there will be rooms for children and classes.
Waterbury, Silas Bronson library, H. F. Bassett.			

Answers from librarians to questions on page 915—Part II—Continued.

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CONNECTICUT—continued.			
West Hartford, West Hartford public library; Elizabeth S. Elmer.	Alcott, Bolton, Burnett, Carroll, Ewing, Henry, Knox, Perry, Scudlark, Stoddard, Underhill, Trowbridge. Bound volumes of children's magazines are much used.	They are encouraged to read something besides stories.	No.
West Winsted, Boardley library; L. M. Carrington.	Butterworth, Castlemon, Ellis, Optie, Stoddard, Trowbridge.	Observing their tastes, and giving as little "advice" as possible.	No.
Williamantic, public library; A. Del Carpenter.	.....	No methods; they are encouraged to consult the librarian.	No.
GEORGIA.			
Atlanta, Young Men's Library Association; Miss Wallace.	Abbott, Alcott, Burnett, Cooke, Cooper, Ewing, Fenn, Harris, Meade, Optie, Verno.	.....
Aurora, public library; Jas. Shaw.	Alcott, Alger, Burnett, Castlemon, Ellis, Finley, "Pansy," Trowbridge.	When a desire to read for a purpose is observed in anyone, we do what is possible to direct and develop it, by directing attention to suitable books. We have found Sargent's Reading for the Young very useful. Our junior assistant is making the children her special field.	No.
Alton, public library; Florence Doler.	Alcott, Burnett, Castlemon, Cooper, Ellis, Finley, Henry, May, Optie, Stoddard, Fairy Tales.	When they ask, I direct them, and they read what I select. It is rare for parents to send lists.	No; they have access to the cases.
Belleville, Belleville public library; F. J. Staufenbiel.	Abbott, Alcott, Arthur, Ballantyne, Castlemon, Coffin, De Mille, Eggleson, Ellis, Hill, Kellogg, Optie, Richards, Finley, Wesselboett, St. Nicholas, and Chatterbox. Many German books for children.	The superintendent of schools has made an extract from the printed catalog for the several grades of schools, and teachers recommend books; the children consult this list, the catalogue or librarian or assistants.	No; the board of directors intends to exclude children from the general reading room.
Decatur, free public library; no officer named.	Alcott, Alger, Finley, Henry.	Advice given at desk; they are encouraged to consult any of the library force.	No; a separate table.
Chicago, Chicago public library; T. H. Hild.	We have never kept statistics of this kind.	No special assistant.	No.
Galesburg, public library; Eliza Phillips.	Alcott, Butterworth, Chamney, Coolidge, Coffin, Finley, Henry, Optie, Margaret Sidney, Uncle Tom's Cabin.	Children are encouraged to consult the librarian, and frequently she is asked to select books for them.	No.
Joliet, public library; no signature.	Abbott, Alger, Castlemon, Coolidge, Finley, Henry, Sophia May, Optie, Stowe, Trowbridge.	We have no special assistant.	No.
Odessa, Reddick's library; L. Maoy.	No special author.	Advising mothers.	No.
Peoria, Peoria public library; E. S. Wilcox.	Alcott, Ballantyne, Chamney, Coffin, Cooper, Eggleson, Ellis, Henry, Knox, Julie, Mont, Monroe, Richards, Stoddard, Trowbridge, Lang's Fairy Tales.	Personal suggestion; best and newest books are exposed in a case behind wire net; no special assistant.	No.
Quincy, Free public library; Jas. Gallauer.	Alcott, Burnett, Ellis, Henry.	Suggestion to readers, parents, or friends; they are encouraged to consult librarian and assistants.	No; juvenile department in large reading room.

Rockford, public library; no signature.	Abbott, Abbot, Alcott, Alger, Burnett, Butterworth, Champey, Coolidge, Finley, Henry, Kellogg, May, Optic, Pyle, Stoddard, Trowbridge.	We use lists by Sargent, Howins, Sawin, Hardy, and others; aid is given freely; we have no special assistant.	No.
INDIANA.			
Evansville, Willard library; Louisa Scardin.	Alcott, Alger, Coffin, Eggloston, Henry, Lillie, May, Munroe, Optic.	Encouraged to consult the librarian and assistant.	No.
Indianapolis, public library; Eliza G. Browning.	Alcott, Alger, Castlemon, Coolidge, Ellis, Finley, Henry, Kellogg, Lillie, May, Reid, Stoddard, Wiggins.	There is an information clerk whose duty it is to give help to all who apply for it; the librarian and assistants also give constant help.	No.
Richmond, Morrison library; Mrs. S. A. Wrigley.	Alcott, Alger, Burnett, Butterworth, Castlemon, Henry, Knox, Optic, "Pansy," Trowbridge.	They choose for themselves; we are glad to advise them.	No.
IOWA.			
Burlington, public library; no signature.	Alcott, Alger, Butterworth, Castlemon, "Pansy," and others.	None; they generally consult each other.	No.
Davenport, Library Association; S. A. Blaton.	Alcott, Castlemon, Trowbridge; fairy tales.	They frequently read what I ask them to read; they are allowed to ask for any help they wish or select themselves, but as soon as they come regularly I try to select for them.	No; but a separate reading table.
Dubuque, Young Men's Library Association; no signature.	Alcott, Alger, Burnett, Caroy, Castlemon, Kingston, May, Reid, Trowbridge.	Different methods.	No; they are perfectly quiet in the general reading room.
KANSAS.			
Topeka, free public library; Mrs. E. S. Lewis.	Alcott, Alger, Castlemon, Finley, Optic, Trowbridge.	No special method; they consult all.	No.
LOUISIANA.			
New Orleans, Howard Memorial library; William Beer.	Alcott. It is a reference library.	Advice of librarian and assistants.	Went apart tables for ladies and children.
MAINE.			
Bangor, Mary H. Curran.		Librarian and assistant are ready to give all advice required.	No; separate tables.
Portland, Portland public library; Alice C. Furbish.	Alcott, Coffin, Coolidge, Finley, Henry, Kellogg, May, Trowbridge.	The children are encouraged to ask about their reading, and the entire library force stands ready to help them in every possible way.	No.
MARYLAND.			
Baltimore, Enoch Pratt free library; Bernard C. Steiner.	Alcott, Alger, Burnett, Castlemon, Coolidge, Ellis, Fawcett, Henry, Kellogg, May, Optic, Stowe, Murk Twain, Verne, Yonge; fairy tales.	Counsel, if called for; the delivery assistants are always glad to help them select books.	No.

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MASSACHUSETTS.			
Boston, Boston public library; Mary A. Jenkins.	Alcott, Coffin, Douglas, Fenn, Henty, May, Trowbridge, Yonge.	The young people are encouraged to ask help of the librarian or catalog assistant for their school work and also for their general reading. We avail ourselves of every opportunity to "lend a helping hand," or speak a word in season. We keep a shelf full of assorted and selected good reading, where they can see and look over the books if they wish, and in this way they get acquainted with many books and authors. Books are carefully examined before they are accepted, and many are rejected. We do not warn against books, but endeavor to supply so much that is good that the others will be forgotten. We work steadily upon our plan of teaching how to use our card catalogs, and we are sure that the plan is producing good results. The range of reading is wider, and the library influence is stronger, and an intelligent use of the library has rapid growth.	No.
Brockton, public library; no signature.	Alcott, Alger, Burnett, Butterworth, Castlemon, Coffin, Coolidge, Henty, Optic, Trowbridge; fairy tales.	Any of the library force is always ready to suggest books, pick them out for children, or help them to make lists.	No.
Brookline, Brookline public library; M. A. Bean.	Alcott, Alger, Castlemon, Coolidge, Ellis, Ewing, Henty, May, Meade, Molsworth, Optic, Trowbridge; fairy tales.	Catalog, bulletins, and Sargent. The entire staff is always ready to do them service. Under the new régime, the children seem to feel that the librarian is their special property.	Yes; since June, 1890 (see reports).
Cambridge, Cambridge public library; Almira L. Hayward.	Optic and Alger would be if we had enough to supply the demand, but we have but one of each. If we had none, better books would be more read. I would if I could put all the children's books around their reading room, give them a wide-awake attendant, and let them choose their own books. Much time is wasted trying to get books "out," trying again and again and staying an hour instead of five minutes.	We have a large revolving case kept full of good juveniles. When a child fails to draw a book he understands he may select from the case. Many always select from the case at once, as we are glad to allow. Many parents, too, are glad to select for children from it, knowing those books are safe.	No; they use the large general reading room, where two tables are set apart for them. Near by are two or three shelves of children's magazines.
Chelsea, Fitz public library; Medora J. Simpson.	Alcott, Alger, Optic, etc.....	No special methods; they are encouraged to consult librarian and assistants.	Yes.
Clinton, Bigelow free public library; C. L. Greene.	Alcott, Alden, Alger, Kellogg, Optic, Verne. The committee have not added any of Optic's or Alger's books for ten years, but the old ones are read and reread until they are nearly worn out.	Through the teachers; they are encouraged to consult the librarian.	No.
Concord, Concord free public library; Ellen F. Whitney.	Alcott, Burnett, Coolidge, Henty, Kirk Munroe	I use Sargent's Reading for the Young, giving our numbers in ink and select many books myself. I hold myself in readiness to help old and young.	No; the children are allowed the use of the reading room if they are quiet.
Dedham, Dedham public library; F. M. Mann.	Alger, Castlemon, Finley, Kellogg.....	No methods; no special assistant.....	No.

Fall River, Fall River public library; Wm. R. Ballard.	W. J. Abbott, J. Abbott, Alcott, Castlemont, Henry.	None.	No.
Fitchburg, Fitchburg public library; P. C. Bliss.		We make out lists; we have not a special assistant.	No.
Framingham, town library; Emma L. Clarke.		No special methods; they can at any time consult the librarian or assistants.	No.
Haverhill, Haverhill public library; Edward Capen.	Alcott, Alden, Alger, Castlemont, Coolidge, Cox, Ellis, Kellogg, Lang, Little, May, Meade, Molesworth, Punsy, Phelps, Richards.	No special methods; no special assistant; they consult if they wish.	No.
Holyoke, Holyoke public library; no signatures.	If left to choose, boys take Alger, Ellis, Optic; girls, Alcott, Finley, Stowe.	No special methods; quiet suggestion; lists sent to teachers.	No.
Lancaster, Lancaster town library; K. M. Marvin.	Alcott, Kellogg, Optic, May, Trowbridge.	Sargent's Reading for the Young; they are encouraged to consult the librarian.	No.
Lawrence, Lawrence public library; Mary F. Packard.	Alcott, Alger, Ellis, Castlemont, Optic.	No methods; the older children are encouraged to consult the librarian and assistants, but little is done for the younger ones. We have teachers' cards and Sargent's Reading for the Young with numbers filled out and sent to the schools.	No.
Lincoln, Lincoln library; Miss H. A. Howes.		Teachers recommend books, parents often select for their young children, and the librarian or assistant is supposed to give help whenever it is needed.	No.
Lowell, city library; T. A. Chase.	We have no satisfactory data.	No methods as yet; the librarian and assistants are easily accessible to our readers, and do a great deal of personal work among them.	No.
Lowell, Middlesex Mechanics' Institute; A. L. Sargent.	Alcott, Burnett, Coolidge, Fenn, Henry, Molesworth, Trowbridge.	Personal suggestion and adding only good books.	The children have a long table in the library, where attractive books are always kept. The table has a raised center and sloping sides to form a comfortable reading desk.
Lynn, free public library; J. C. Houghton.	Alcott, Alden, Alger, Brockley, Butterworth, Castlemont, Chamney, Coffin, Ellis, Farrar, Hale, Knox, Ober, Optic, "Youngest Sister."	No special assistant; the librarian and assistants make special efforts to aid the young.	No.
Malden, public library; L. A. Williams.	Alcott, Finley, Henry, Trowbridge.	I do what I can, especially before and after school, leaving other work for the purpose.	No.
Methuen, Alcott public library; Mrs. S. E. Gregory.	Alcott, Alger, Burnett, Castlemont, Chamney, Coffin, Henry, Jones, Little, Marshall, Marryat, May, Mead, Mordth, Optic, "Punsy," "I helps, Sid, My School," Trowbridge, Wiggins.	Helping them select personally.	No; they use the one connected with the library.
Marlboro, public library; Sarah E. Cutting.	Alcott, Coffin, Henry, Kellogg, May, Optic.	No special methods; they are encouraged to consult the librarian.	No; there is a students' room for scholars of high and grammar schools. They have tables.
Medford, public library; no signature.	Alger, Castlemont, Coffin, Coolidge, Henry, Sidney, Standard, Wiggin.	Personal advice; they are encouraged to consult the librarian.	No; the children are expected to sit in the room with older readers and not disturb them. If the child becomes restless he is asked to leave the room. This seldom occurs.
Natick, Morse Institute; Nellie L. Fox.	W. J. Abbott, Alcott, Alger, Castlemont, Coffin, Optic, "Punsy."	Star ("") books for the young. They are encouraged to ask questions of the desk attendant, whether librarian or assistant, and are always given all the attention necessary. Our children need more assistance often than the other patrons.	

Answers from librarians to questions on page 945—Part II—Continued.

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MASSACHUSETTS—continued.			
New Bedford, free public library; R. C. Ingraham.	No data.....	Personal attention and consultation with parents.....	No.
Newburyport, public library; John D. Parsons.	Alcott, Castlemon, Fern, Henty, Knox, Stoddard, Trowbridge. Several popular juvenile authors are not represented in this library.	Mild suggestion, avoiding every appearance of trying to find "better books" for them. They are encouraged to consult the librarian and assistants.	No.
Newton, free library; Elizabeth F. Thurston.	Alcott, Ellis, Henty, Trowbridge.....	Public school teachers are helping very much. The children are encouraged to consult the librarian and assistants.	No.
North Adams, public library; Miss Dunton.	Alcott, Alger, Butterworth, Coffin, Coolidge, Henty, Knox, May, Optic, Trowbridge, Wide Awake, St. Nicholas, Harper's Young People.	Teachers suggest books in reference to work, or good interesting books for home reading. We should have no others in the library.	No.
Northampton, free public library.	Alcott, Alger, Castlemon, Finley, Moleworth, Optic, and fairy books.	No methods. We find in most cases that children like to choose for themselves.	No.
North Easton, Ames free library.	Alcott, Castlemon, Coffin, Coolidge, Douglas, Finley, Keellogg, May, Pyte, Trowbridge.	The children are encouraged to consult me, and I offer to go out into the catalog room to help them choose what they want.	No; and the limit is now 14 years. I am making an effort to have it reduced to 12.
Peabody, Peabody library; J. Warren Upton.	We keep no account.....	We think that teachers have more time than the librarian, who has only high-school boys who charge and discharge books and do the running.	No.
Pittsfield, Berkshire Athenaeum; Harlan H. Ballard.	Abbott, Alcott, Alger, Castlemon, Ellis, Finley, Henty, Moleworth, Optic, "Pansy," Phelps, Stowe, Trowbridge, Vandergriff.	No set methods. Whatever help we can render as occasion indicates.	No.
Quincy, Thomas Crane public library.	Alcott, Alger, Ballantyne, Castlemon, Coolidge, Ellis, Ewing, Finley, Kingston, May, Stowe, Trowbridge, Warner, Whitney.	Through the teachers, and the librarian and assistants.....	No.
Salem, Salem public library; Gardner M. Jones.	Alger, Castlemon, Ellis, Henty, Optic, Trowbridge, fairy tales; Abbott, Beard, Coffin, also.	They are invited to consult the librarian.....	No.
Shelburne Falls, Ames library; Flora A. Halligan.	Alcott, Alger, Butterworth, Castlemon, Coffin, Cooper, Kallag, May, "Pansy," Stoddard, Towle, Trowbridge, Mark Twain.	We have no special rules for the children, but give them all the advice and assistance they will accept.	No.
Somerville, Somerville public library; Harriet A. Adams.	Alcott, Alger; Ballantyne, Castlemon, Coffin, Ellis, Finley, Henty, Kingston, Knox, Moleworth, Thayer, Trowbridge, Verne.	Our method is simply to guide. We all assist, but as to directing I think they like best to choose.	No.
Southbridge, Southbridge public library; A. Jeanette Collins.	Alcott, Alger, Burnett, Butterworth, Champney, Hale, Henty, Knox, May, Optic, Stephens, Trowbridge. We discard Optic's stories as the volumes wear out. We endeavor to lead them from stories to histories without their knowledge, offering, for instance, one of Coffin's histories when the story for it is not to be had.	I have never found it result in good to make too much effort to direct the reading of children; at the same time I am constantly doing all I can in that direction without their perceiving it. I think with much success. Our books are carefully and judiciously selected. Some parents request me not to give their children sensational reading. A few come to me for suggestion.	No.
Springfield, City Library Association; William Rice.	Alcott, Alger, Butterworth, Coolidge, Ellis, Finley, Henty, Knox, May, Optic.	No special assistant; assistance is freely given by all members of the force.	No; the tables near the juvenile card catalog are usually taken by children.

Stoneham, Stoneham public library; M. H. Boyce, Tannion, public library; E. C. Arnold.	No.	No methods; they consult the librarian or assistants.....	No.	those over 14 years have access to the general reading room.
Waltham, Waltham public library; Mrs. M. E. Hill.	No.	No.	No.	No.
Warren, Warren public library; no signature.	No.	No.	No.	No.
Weymouth, Tuff's library; C. A. Blanchard.	No.	No.	No.	No.
Woburn, public library; no signature.	No.	No.	No.	No.
Worcester, free public library; Samuel Sweet Green.	No.	No.	No.	No.
MICHIGAN.				
Bay City, Bay City public library; Annie E. Parsons.	No.	No.	No.	No.
Detroit, public library; H. M. Utley.	No.	No.	No.	No.
Grand Rapids; Lucy Ball.	No.	No.	No.	No.
Kalamazoo.	No.	No.	No.	No.
MINNESOTA.				
Minneapolis; J. K. Hosmer.	No.	No.	No.	No.
St. Paul, St. Paul public library; Helen J. McGaine.	No.	No.	No.	No.
MISSOURI.				
Kansas City, Kansas City public library; Carrie W. Whitney.	No.	No.	No.	No.
St. Louis, St. Louis public library; F. M. Crunden.	No.	No.	No.	No.
MONTANA.				
Helena, Helena public library; Frank C. Fetter.	No.	No.	No.	No.
Alcott, Alger, Butterworth, Castlemon, Kellogg, May, Optic, "Pansy." We keep no account with individual authors, but of course writers of juvenile fiction are most sought.	No.	No methods, except that the daggers enable parents or teachers to choose. We invite everybody desiring information to apply at the desk, and we have a large reference room.	No.	those over 14 years have access to the general reading room.
Alcott, Ellis, Henty, Trowbridge.	No.	No.	No.	No.
Alcott, Allen, Burnett, Sidney.	No.	No.	No.	No.
Alcott, Alden, Alger, Coolidge, Ellis, Finley, Henty, May, Mole, Orth, Munroe, Optic, Otis, Reid, Stoddard, Trowbridge, Anderson, and other fairy tales.	No.	No.	No.	No.
Alger, Castlemon, Optic.	No.	No.	No.	No.
Can not tell. The greatest care is taken in the purchase of books for children.	No.	No.	No.	No.
Abbot, Abbott, Alcott, Butterworth, Champney, Coffin, Eggleston, Henty, Knox, Tyle, Stoddard, Whitney.	No.	No.	No.	No.
Alcott, Alden, Alger, Castlemon, Church, Coolidge, Henty, Verna, Whitney.	No.	No.	No.	No.
Alcott, Alger, Castlemon, Optic.	No.	No.	No.	No.
Alcott, Alcott, Coffin, Coolidge, Henty, Kellogg, Knox, Wiggin.	No.	No.	No.	No.
Alcott, Ellis, Coffin, Henty, Optic.	No.	No.	No.	No.
Alcott, Castlemon, Ellis, Finley, Henty, Pansy.	No.	No.	No.	No.
Alcott, Burnett, Coffin, Henty, Mark Twain, fairy tales, are especially popular.	No.	No.	No.	No.
Alger, Fustick, and Optic have been dropped, but are still among the authors most called for. Ballantyne, Butterworth, Coffin, Fenn, Henty, Kingdon, Knox, Stephens, Stoddard, Verna, for boys, Alcott, Finley, Lathrop, Lillie, Matthews, May, "Pansy," Richards, Shaw, Sidney, for girls, are the most popular.	No.	No.	No.	No.
Alcott, Alger, Ballantyne, Burnett, Castlemon, Douglas, Finley, Kingston, Kellogg, Mende, "Pansy," Trowbridge.	No.	No.	No.	No.

Answers from librarians to questions on page 945—Part II—Continued.

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NEBRASKA.			
Omaha; Jessie Allan.....	Alcott, Alger, Burnett, Coffin, Dodge, Henty, Knox, Stoddard, Sargent's Reading for the Young, with specially printed book numbers, is placed in all the schools of the city. On our removal to our new building in October, two hours on Saturday morning are to be given by the librarian to the selection of the children. Books are to be taken to the class room.	Lists of books have been furnished the superintendent of the public schools. A shelf of good books, not necessarily new, is displayed for inspection or choice. A willingness to make selections for the children has influenced the reading more than any of the above.	No.
NEW HAMPSHIRE.			
Concord, public library; D. F. Secomb.	Alcott, Alger, Castlemont, Ellis, Trowbridge.....	Give them a good book, ask them to read it, and report. No special assistant.	No.
Dover, public library; Caroline H. Garland.	Probably Castlemont and Finley, for, alas! we have them both. Kellogg, Trowbridge, Alcott, and Coolidge push them hard. Little Lord Fauntleroy is the one popular book.	Personal effort and work with the teachers. I am about to try boys' clubs. The children are invited to come freely to us all.	No; but the children have a table in the general room and are made welcome at the general tables.
Manchester, Manchester City library; Mrs. M. J. Buncher.	Alcott, Alger, Burnett, Castlemont, Champney, Coolidge, Ellis, Henty, Kellogg, Lillie, Molesworth, "Pausy," Stephens, Trowbridge.	No special methods; no special assistant.....	No.
Nashua, public library; Harriet Crombie.	Alger, Champney, Coffin, Du Chaillu, Henty, Knox, Margaret Sidney.	No special methods.....	No.
Portsmouth, free public library; E. E. Rich.	Alger, Castlemont, etc	Personal advice, and very little time for that.....	No.
NEW JERSEY.			
Newark, Newark public library, F. P. Hill.	Optic, Alger, Henty, Alcott, Trowbridge	Persons in charge of bureau of information direct when asked.	No.
Peterborough, free public library; G. F. Winchester.	Alcott, Alcott, Alger, Anderson, Burnett, Coolidge, Du Chaillu, Finley, Grimm, Knox, Optic, Trowbridge.	No special assistant; advice in selection of books, and assistance when opportunity offers.	No.
Plainfield, public library; E. L. Adams.	Alcott .....	.....	No.
NEW YORK.			
Albany, home libraries; Mary S. Outer.	Alcott, Coolidge, Stoddard	Personal work	No.
Brooklyn, Pratt Institute; Mary W. Flummer.	Alcott, and all fairy tales. Boys over 14 read Henty largely.	They are obliged to take books from the list we have compiled. At present, my assistant waits on them.	No; but in the building soon to be erected we shall have the children's library and reading room entirely separate, with special attendants and access to all but fiction shelves.
Brooklyn, Union for Christian Work; Fanny Hull.	Alcott, Alger, Coffin, Coolidge, Finley, Henty, Optic, Trowbridge.	No special assistant. They are encouraged to consult the librarian and all the assistants.	No; a separate table.

Buffalo, Buffalo library; J. N. Larned.	They are encouraged to consult the librarian and all the assistants.	No; because we cannot afford the necessary attendance.
Gloversville, Gloversville free library; A. L. Peck.	The children's reading I always considered of so great importance as to give it my constant care and attention. I try to become acquainted with the children by frequent visits to the schools. At these visits I invite the children and their teachers to come to the library, and assure them of my readiness to be of use to them in their lessons as well as in the selection of their home reading. A large number of children have their books selected at the library. The children are always welcome at the librarian's office, and they frequently come there for aid and advice.	Not yet. We expect to have one as soon as we move. At present we have in the delivery room a children's table, a sort of punishment for the unruly ones who need supervision.
Newburg, Newburg free library; C. Eastbrook.	The children feel perfectly free to consult the librarian and all the assistants. The librarian is well known to them. The children recognize him and his assistants as their friends. Printed list is. They consult the librarian and assistants.	We have but one reading room, and readers of all ages use it, without disturbing each other. No; but we expect to have one.
New York, Aguilar library; no signature.	Constant supervision of assistants, special bulletins, books recommended in catalog as stated. Assistants refer such questions as they can not answer to the librarian, who holds herself always ready to assist in the most important service.	Part of the main reading room at each branch is set off for use of special students and children.
New York, New York free circulating library; Ellen M. Coe.		

Alcott, Alrich, Alger, Ballantyne, Burnett, Coffin, Coolidge, Mrs. Custer, De Voe, Dodge, Dunn, Ewing, Fernald, Hawthorne, Henry, Knox, Little, O'Neil, Otis, Mowbray, Noble, Shaw, Stanley, Stockton, Tenny, Tinsler's, Catwring, Deane, Deane, Hearst's American boy's handy book, Giraud's tables, Lanier's King Arthur, and a steady and voracious demand for everything on electricity. Alger and Otis are discouraged. Sargent's guide is kept on the children's shelves; various library juvenile catalogs and guides are among the aids to readers, and typewritten lists mounted on paste-board are hung where they will attract attention. Boys' books: Fowbridge, Kingston, Ballantyne, Henry, Fern, Kellogg, Ellis, Fostick, and Alger. Knox is quite popular with older boys, and Church with boys studying Roman and Greek history or the classics; so also Baldwin. Girls' books: Alcott, Clarke (Sophie May), Matthews, Douglas, Champlin, Sidney, Alden (Pansy), Townsend, Matwews, Dodge, Mulholland and Finley. All children read Lord Rannilney and the other of Mrs. Burnett's juveniles. Abbott's American pioneers and Eggleston's Indians are very much in demand, and Uncle Tom's cabin is as popular as ever. We also find girls who read Alger, Fostick, and Ellis. While there are a great many boys who seem to think that the world's greatest writers are Alger, Fostick, Ellis, and Adams, and are not inclined to read anything else, and while the never-ending Elsie seems to be the only model heroine of so many girls, I have every reason to believe that the children's reading in this place is improving. We stopped buying Alger, Fostick, and Ellis about three years ago, and do not expect to replace them when worn out. Of Adams's (Otis) books we only have the following: Young America, abroad, Soldier and Sailor series, and The blue and the gray. Alger, Coolidge, Finley, Pansy, etc.

Alcott, Alger, Bolton, Burnett, Butlerworth, Castleman, Coffin, Cooper, Coolidge, Dodge, Douglas, Graham, Henry, Knox, Pratt, May, Otis, Stowe, Trowbridge, Verne.

In fiction, Henry is just now taking the lead with boys, supplanting Alger and Castleman. With girls, Alcott, Burnett, and Coolidge. In history, Coffin. Much popular science is read by children.

REFERENCE BOOKS.

By ERNEST CUSHING RICHARDSON, Librarian Princeton College.

The "reference book" in current library use has three recognized meanings:

1 Reference book proper, to be consulted for definite points of information (rather than read through), and arranged with explicit reference to ease in finding specific facts.

2 Books not allowed to circulate, but kept for "reference only."

3 Books accessible to the public.

These definitions are historically related in the fact that the reference book proper, on the principles of frequency and urgency of use, and specially method of use, needs to be restrained from circulation; and, as the most prominent class of restrained books, gives name to all books which do not circulate, including those restrained on account of special value, and even other varieties of kept books. Again, from method of use, this class of books is most troublesome both to user and to librarian, if each one must be signed for and given out, so that it is the first class to compel placing books on shelves accessible to the public, and thus gives name to a class which may include many works not strictly of reference.

POINTS OF AGREEMENT.

1 A good collection of reference books is fundamental (*a*) to the proper accumulation of a library and (*b*) to its effective use.

a The first step in founding a library is to get a suitable collection of bibliographic reference books—bibliographies, publishers' and library catalogs, etc. This is the way Dr. Cogswell proceeded in building the Astor library, and what Dr. Poole has done in the Newberry. It is beyond dispute the only sensible and economical way to gather a library, for such works guide to the best books on a subject, the best editions, and the best prices. Moreover they often furnish in themselves indirectly the clue to what general works will be most useful; e. g., the "periodicals indexed in Poole" have been gathered often simply because being indexed there they are far more useful to the public than many others of equal intrinsic value. This principle is capable of a much more systematic application than is generally made.

b In all libraries, specially those of research (including all libraries at all touched with the modern library idea), the most important of all books, except the small number of literary masterpieces, are those which afford:

1, Primary information on every subject; 2, references to where further information can be found. An extremely well-collected library of general works—history, biography, etc.—lacking good reference books may, quite likely, be far less useful than a rather miscellaneous one with good cyclopedias, dictionaries, indexes, etc. Stress is laid on this

circumstance since, from the fact that reference books are generally relatively dear per volume, the policy in medium-sized libraries is too generally to neglect these for "much called-for" travel and fiction.

2 Wherever practicable, means should be taken to train readers to use reference books. This is done (a) by individual assistance to readers (see chapter by Foster); (b) by lectures, as by Dr. Poole (*L. j.* 8: 51-52) and by various others, specially in college libraries; (c) by printed guides to the use of books (Green, *Library aids*, handbooks of various libraries, etc.); (d) by devices to induce practical use of the books (e. g., *Library questions and answers*, *L. j.* 3: 126, 159).

3 The following classes are reference books under all definitions: General bibliographies, general cyclopedias, general dictionaries of words, persons, places, or things, atlases, and general indexes.

4 The most used reference books, with all unique and excessively valuable books, should be restricted in circulation or restrained altogether.

The reasons underlying the restriction of books are (a) that they will be needed by others; (b) that they will be in danger of receiving injury; (c) that they will be in danger of doing injury.

5 At least a small selection of the best reference books should be accessible to the public. These have come to be known as the reference department, and are in general usage, *par excellence*, reference books.

6 That more and better reference books are needed, and that librarians have responsibilities in their making.

This is recognized in the special committee of the A. L. A. on cooperation (see chapter by Fletcher on Indexes). The systematic effort of the association has hitherto been chiefly directed to cooperation of many members in single works (Poole's Index, A. L. A. indexes). This field is by no means filled, and one of the most practical objects for early future work is an index to biography (see Ford, *L. j.* 17: 85-86) on a method combining that of Poole's Index with that of Phillips' Dictionary of Biographical Reference. An even larger field is to be found in cooperation by division of labor by which each librarian takes some larger or smaller specialty, according to his tools and energy, and makes this his lifelong care. This has been recognized in our A. L. A. system of annual reporters and particularly in this subdivided handbook. To carry it out each cooperator should consider his subject, or some subdivision of it, a perpetual specialty, should produce a monograph and keep it up to date, printing as opportunity occurs. As Mr. Cutter is a specialist on rules for cataloging and various other things, Miss Sargent on books for the young, others should take other subjects and be perpetually responsible for them.

POINTS STILL UNSETTLED.

1 Shall the loan of reference books be absolutely forbidden?

Some librarians are forbidden by terms of gift and others by their own law to lend any book or any reference book out of the building. The majority, however, who are free from the bondage of the law, though under the law of righteousness make exceptions to the rule, which fulfill its spirit; e. g., in a library which closes at dark reference books may be lent one night, or less used reference books may be lent on condition of immediate return if wanted by someone else. In some libraries periodicals are regarded as reference books, and are not lent at all, or lent for one, two, or three days. The sensible principle seems to be that, just as frequently used books which are to be read through are restricted in time to the shortest time (say seven days) in which they can be conveniently read, so reference books should be restricted to seven, three, one, or a fraction, and lengthened for special circumstances.

On loan of reference books, see Madan, Bodleian lending, Oxf., 1888; *L. j.* 6: 226 (1881).

2 What are the exact limits of restricted books of reference?

Valuable books and immoral books are evidently not strictly "reference books," and the term "kept books," sometimes applied to one or both of these, might be a better general term for restricted books, valuable books, "Facetiæ," etc.

Books like periodicals, restricted to one to three days, are more nearly reference books, but are not "for reference only," nor yet kept books; therefore the term "restricted books" might be used for all books lent for less than regular time or on special conditions of deposit, guarantee, etc.

Temporary reference books, or books temporarily withdrawn from circulation for some special reason (e. g., college, school, and literary societies' essays and debates), are strictly reference books, but are sometimes called "reserved books."

In libraries with large, accessible reference departments, text-books, histories, etc., are included, which are not strictly or generally in other libraries regarded as reference books, and on the other hand some libraries circulate little-called-for books which (e. g., Savage's Dictionary of Genealogy, Burke's Peerage) in others are much in demand and regarded as strictly reference books.

3 Whether books generally considered immoral in tendency should be (a) circulated freely, (b) restricted to special application, (c) excluded entirely.

The chief discussion under this relates to works which have an established place in literary history, and on this issue there is substantial agreement that there is at least a minimum number which should be restricted, but not excluded. Similarly on the question of erotic literature, librarians agree in restriction, with a strong vote for substantial exclusion. (See chapter on Fiction by Miss Coe.)

4 How far books shall be accessible to the public (Question of reference department—access to shelves).

The question is quite apart from one of circulating or not circulating. The largest "reference libraries" (e. g., the British Museum) have "Reference departments," or books placed at the free disposition of readers—a wheel within a wheel. Again, the books exposed (e. g., once more, the British Museum) are seldom confined to technical reference books. They are rather a "miniature of the whole library;" the cream (from the worker's standpoint) of the whole collection, having representatives from every class. These are reference books in the most general usage of the present day. The general question of the reference department is therefore a much broader one than that of the technical, unquestioned reference books which it may contain, and involves the whole problem of access to the shelves.

The reference department, as now constituted, is a compromise between the ideal demand of readers for access to all the books and the recent total denial of the right of access, which, beginning in a laudable spirit of exact organization, grew into a spirit of red tape.

The demand for a more general access to the shelves is being more and more recognized as a just one. The practical advantage to the student (*L. j.* 2: 62; 12: 184; 13: 180; 15: 20-21) or even the general reader (*L. j.* 15: C33-37) of access to and handling his books is generally acknowledged, though some librarians maintain the rather futile contention that readers are better and more quickly served by catalog and attendant than by aimless (?) wandering among the books. The fact of advantage settled, it is with the modern librarian merely a question of "none, or some, or all." The "none" is now eliminated by universal consent, and the "all" must be also dropped by libraries which have valuable books, leaving only the question of how many and how—degree and method—questions of casuistry.

The range of this question extends from a small collection of reference books to all but a few extra valuable or "inexpedient" books, and every phase has its counterpart in actual usage. Some libraries give access to none, others to all but valuables. Some give access to substantially all but fiction, others to none but fiction, and still make various degrees between (e. g., Patents and Fine arts).

The difficulties in free access to shelves are:

1 Danger of loss or mutilation of books.

2 Danger of confusion through misplacement of books.

Something of both must be counted on, and this constitutes a difficulty great enough to make access of everybody to everything impossible in the largest libraries, though practicable in many small ones. This impracticability of a very desirable thing has led to compromises and substitutes, the most universal of which is the reference department having as large a selection as can be managed of the best working books, or even the best books for reading (a "library of best books,"

A frequent method of numbering reference books is simply to prefix R or Ref. to the regular number. To protect from loss or confusion the fundamental means are frequent examination with shelf list, conspicuous numbers on outside of books, and the use of dummies.

The best discussion of methods for reference is Austin, *L. j.* 18: 181-83 (1893); see also (method of recording use) *L. j.* 15: 221 (1890), and (arrangement) *L. j.* 5: 180 (1880).

Bibliography of reference books.—Cutter's Rules (Wash., 1891), p. 128, give a sufficient list of best reference books for cataloging. Of reference books for public use the chief of all lists is the books of reference in the reading room of the British Museum (Lond., ed. 1, 1871, ed. 3, 1889).

This does not answer the same practical purpose as Cutter's, on account of the great number and variety of books included, but in the latest edition the lists, arranged like Dr. Spofford's list in the 1876 report under various subjects, make an exceedingly useful and on the whole the best guide to reference books for a large library. Somewhat nearer to average need is the list in Wheatley, *How to form a library* (1887), pp. 91-129 and 141-173.

To supplement these lists for the most practical uses consult the A. L. A. report on aids and guides; Green, 1882; Foster, 1883; Crunden, 1886; Lane, 1887; Lane, 1889; Beer, 1890; also Green's Library aids, Lane's Indexes to best and recent reference lists in the Harvard University Bibliographical contributions Nos. 17 and 29, and Carr's Index to recent lists, *L. j.* 8: 27-32 (1883). These with Whitney's List of bibliographies in the Boston public library are the best helps for the average library, but the larger libraries will find the bibliographies of bibliographies by Petzholdt and Vallée primary. To keep lists up to date see bibliographic departments of the Library journal and the Centralblatt.

For select lists Winsor's reference books in English (*L. j.* 1: 247-49) is a model of practical method and just discrimination, now partly but not wholly out of-date. Miss Hewins (*L. j.* 11: 305-8 passim) indicates reference books for the smallest libraries. Later lists of considerable help and varying critical value are found in works of Sonnenschein (Best books), Sargent (Guide book to books), and Acland. These represent libraries of say 50,000, 15,000, and 2,000 vols. They all give hints of prices. The standard lists for a small library at the present day is of course the catalog of the A. L. A. library.

On the whole, decidedly the best recent apparatus regarding reference books is found in the latest edition of Chambers's Encyclopedia under "Encyclopedias" where there is a list given of the best ones general and special, and where under the various articles there are bibliographic references.

It may be said in general that as the first and most general "reference book" to be chosen for a library is a cyclopedia, so in all the suc-

ceeding generations of such works, that one will always be "best" for library purposes which fulfills the two functions of a reference book furnishing both a condensed summary of every subject, and references to the best extended treatises on each.

ASSISTANCE TO READERS.

By W. E. FOSTER, Providence (R. I.) Public Librarian.

The experience of libraries generally shows that a comprehensive policy of assistance to readers must take into account the following conditions:

- 1 Discrimination in shaping the collection.
- 2 Marshaling the books on the shelves by an effective system of classification.
- 3 Utilizing the different forms of cataloging helps.
- 4 Planning the library building with specific regard to facilitating assistance.
- 5 Supplementing all the above by personal assistance.

1 Discrimination in shaping the collection.—Library officers are generally agreed that strength does not lie in mere numbers; that it is as true of books as of soldiers that, for truly effective work, 1,000 carefully picked are worth 2,000 assembled at random. All but a very few (such as the Library of Congress, which receives two copies of every book copyrighted) would omit also the distinctly bad and the distinctly worthless books. So far as concerns current publications all agree as to the desirability of some guide to their selection, which shall be sufficiently comprehensive, trustworthy, and regular in its appearance, but they are not yet so nearly agreed as to its practicability. That particular variety, however, advocated by Mr. Hes¹ perhaps comes nearest to meeting with general acceptance, and is indeed, already tentatively in operation, lists on electricity and other subjects, prepared by competent specialists, having been put into print.

There is also general agreement as to the necessity of discarding, from time to time, useless parts of a collection already gathered, but decided disagreement as to the extent of it. The extreme position in the direction of "winnowing" is represented by Mr. Charles Francis Adams.² Difficulties in the way of maintaining an arbitrarily "fixed number" of volumes are pointed out editorially in the *Library Journal* (18: 108), the objections to making even the smaller libraries less than complete in such specialties as local town history or local industries are emphasized by Mr. Winsor,³ and the inherent uncertainty attending any forecast of the future needs of a constituency are suggested by

¹In his paper, "The evaluation of literature," *A. L. A. Proc.*, 1892, pp. 18-22. See also his Chicago paper, *L. J.* (Jl., 1893), 18: 217-18.

²In 22d ann. rept. Thomas Crane Public Library, Quincy, Mass., 1894; also in his address of June 12, 1893, cited below.

³"The future of local libraries," *Atlantic*, June, 1893, 71: 815-18.

Colonel Higginson.¹ Mr. Adams has himself done much to facilitate a more general agreement with the principle of winnowing which he advocates by linking with it in later discussions² the principle of differentiation in libraries, with which, indeed, it is inseparably connected.³ The following may perhaps be safely accepted as harmonizing different views: Not only must single individuals be taken into account in deciding on the serviceableness of a given book or line of publication in any library, but groups of individuals, such as classes, clubs, societies, etc., and, back of that, whole interests in the community, such as the schools,⁴ the press,⁵ the departments of the municipal government (as, for instance, the city engineer's office),⁶ and, emphatically, the local industries.⁷ Where a library is the only one existing in the place, its constant aim should be "to fit the community like a glove." If, however, there are several, as in most large cities, a common understanding as to each other's specialties or limitations will go far toward assuring that in some one⁸ of the libraries, at least, each reader or student will find approximately all that he needs on his particular subject. The "unit of constituency" is thus not so limited a conception as that of a single library, but that of the town or city as a whole. It is possible, moreover, to preserve a general "library equilibrium" by transfers of whole classes of publications, e. g., pamphlets or government publications, from a library less able or willing to care for them to one which is more so.⁹ Discarding should be employed emphatically in the case of publications which are liable to prove misleading or antiquated, and particularly in natural and applied science. It is of the first importance that an artisan in search of the best work for his purpose in electricity, where a treatise goes out of date in ten years, should not find his way blocked up with the publications of two decades ago.¹⁰ Yet

¹In address before Mass. Library Club, June 12, 1893. See *L. j.* (Ag., 1893), 18: 294.

²In his address of June 12, 1893, before the Mass. Library Club, which he entitles "The Differentiation of libraries, and the proper field of local libraries."

³For other discussion of the above subject see the *Nation*, March 23, 1892, 56: 210-11; *L. j.* (Ap., 1893), 18: 118-19; also S. S. Green's paper at Chicago conference, 1893, see p. 698, and discussion by Messrs. Poole, Dewey, Crunden, and others, Chicago proceedings, pp. 18-22.

⁴Miss C. M. Hewins, *L. j.* (Jl. 1893), 18: 251-53.

⁵There are few public libraries in large cities where constant and heavy drafts on their resources by members of the press are not most willingly responded to.

⁶Instances of the kind referred to may be found in the annual reports of nearly every large library.

⁷Testimony such as "the assurance, verbally or by letter, that the resources placed at the disposal of those in charge of these industries have proved unexpectedly serviceable, and are sure to be heard from in the shape of better work" (*Providence Public Library*, 14th an. rept., 1891, p. 13), is not uncommon in this connection.

⁸See discussion of this point in *Prov. Pub. Library*, 13th an. rept., 1890, p. 6.

⁹See S. S. Green's paper, *L. j.* (Jl., 1893), 18: 220, where C. A. Cutter's suggestion is also quoted.

¹⁰In any case, dates, not of imprints but of actual first appearance (copyright, preface, etc.), inserted in the entry, should serve to warn off the reader or student, or the reverse.

even these antiquated volumes may not be valueless, always and everywhere, if the cooperative principle be kept in view and the "unit of constituency" be expanded beyond the limits of a single municipality. There is, for example, one library¹ in the country engaged in scientifically collecting antiquated text-books as part of the equipment needed for a serious study of pedagogy. "Library equilibrium" is subserved, not merely by permanent "transfers," but by temporary loans, whether from larger libraries to those of medium size, or from those in turn to the smaller ones, particularly for the accommodation of individual scholars, where the principle of "the library's comity toward literature" requires it. There may even be, as proposed in connection with some of the State library commissions,² a system of transfers from a central bureau to a number of libraries in succession. The ideal condition, in regard to adequately meeting the needs of a reader—whether the reader be an accomplished scholar of many years' standing, or a beginner in the use of books—will be attained when a system as elastic as the waves of the ocean, which respond absolutely to all the variations and unevennesses of the bed of the sea, shall supply, in every part of the country, just what is needed and just when it is wanted.

2 *Marshaling the books on the shelves by an effective system of classification.*—Libraries substantially agree as to the necessity for some system of classification, for no one who has searched for a given publication in a secondhand book dealer's unarranged mass of books and papers, and has afterwards used a library where an obvious and natural order is the means of leading easily to the book wanted, needs to be convinced of the utility of this feature of assistance to readers. As to specific systems of classification, there is the widest disagreement;³ yet even here few will question that it is of less consequence which one, than that some one of the different systems be faithfully followed; since it is but a means to an end, and not an end in itself. The sharpest line of cleavage is perhaps along the question of "close or coarse classification."⁴ The experience of an increasing number of small libraries, however, shows that, even for their purposes, a somewhat closely divided system offers many advantages, provided they are left free to adapt it to their conditions.

3 *Utilizing the different forms of cataloging helps.*—Whether or not the reader has direct access to the shelves, it is easy to see of how real

¹The library of the American Antiquarian Society, Worcester, Mass.

²See Mr. Winsor's article, *Atlantic*, June, 1893, 71: 815-18; also provision of New York State Library for "traveling libraries," *L. j.* (D. 1892), 17: 487-88. A very far-reaching suggestion also is that of Mr. S. S. Green in regard to the function of a State library commission, in providing reference books and the necessary equipment for answering inquiries, in the case of the smaller libraries. [*L. j.* (N. 1894), 19: 382.]

³The literature of classification schemes is well-nigh endless. See p. 861, and also in abstract, *L. j.* (Jl. 1893), 18: 240-42.

⁴See *L. j.* 11: 209-12, 350, 353.

assistance to him is the ability to say: "On this shelf you will find, approximately, all that the library contains on electricity," or even on the division "electric transportation," or even on the subdivision "trolley electric roads." Yet it is essential that the inherent limitations of that form of assistance should be clearly appreciated. Of only a part of the books or subjects represented in a library is the principle of "one subject to a book"¹ true. The fact that, for instance, volumes of collected essays defy this assignment is one of the reasons why the larger libraries many years ago resorted to analytic cataloging, for it is possible, fortunately, to say of a catalog what can not be said of a shelf: "On this page, or in this drawer, you will find all that the library contains on your subject;" and it explains, also, the wide serviceableness which printed catalogs, like that of the Boston Athenæum, have had in other libraries than those for which they were made. The agreement among libraries as to the necessity of cooperation to render such facilities universal could not have received more emphatic testimony than in the successful achievement of Poole's Index and the "A. L. A." index to general literature, the one transforming files of periodical literature from dead lumber to the livest of circulating material, and the other performing the same service for volumes of essays, etc. Disagreement in regard to the lengths to which this principle of cooperative cataloging may be carried is not at all over the question whether it is desirable, but whether it is practicable; but the successful execution of the catalog of the "A. L. A. library," at the World's Columbian Exposition, has placed this matter in a clearer light.

The future of the "subject catalog" of an individual library is at present attended with some uncertainty. There can be little question that when it shall be no longer necessary for each separate library, with its limited funds, to do in a thousand cities and towns what can be done at a central point, once for all,² the better endowed libraries will find themselves at liberty to spend their funds in making their development more symmetrical and possibly in supplying elaborate subject catalogs of the "special collections." The relative superiority of the bibliography and the subject catalog has been earnestly discussed;³ but serious students can not afford to dispense with either of them.⁴ An increasing number of libraries during the past fifteen years have made wide use of "reference lists," and perhaps no other form of library help surpasses this in flexibility. "The bibliography aims at completeness for the sake of completeness," while "the reference list is as complete as it serves its purpose to be."⁵ The purpose of the latter is particular in

¹A. L. A. Proc., 1890, p. 6.

²See *L. j.* (Ag. 1893) 18: 278.

³See articles of C: H. Hull, *L. j.* 15: 167-71; and C: A. Cutter, *L. j.* 15: 163-64, 196.

⁴W: E. Foster, in *A. L. A. Proc.*, 1890, p. 7.

⁵*L. j.* 4: 86.

the extreme—namely to extend specific assistance on a subject of interest at a specific time, and, in many cases, to a specific student. It is thus free from the trammels of the bibliography, which would compel it to include editions or treatises of a recognized antiquated or misleading nature; and also from those of the subject catalog, which would compel it to omit the one best book on the subject if the library should not happen to own it. In the latter case, the student can go, with the reference list in his hands, to some other library which has the book; or the library itself may promptly order the book. An advantage of the card-catalog principle, as compared with the printed or stereotyped catalog, which has repeatedly been emphasized, is that while the latter crystallizes a condition of things which once existed but exists no longer, the former responds unerringly to what exists at the time; and this advantage is eminently true of the reference list. Timeliness¹ in meeting a want at the time when it arises,² lies at the foundation of this method of assistance. There is here also a deeper significance as regards what may be called the adequate cataloging of the library. In more than one sense no library can be cataloged "once for all," but if, as occasion arises, and from the hundreds of different points of view which are continually presenting themselves, its resources in these particular directions be enumerated, and if, moreover, these successive and minute reference lists be filed and indexed, something will have been done,³ analogous to the "placer" work to which the miner resorts, to exhaust, if possible, all the ways in which the particle of gold might succeed in escaping his search. In this respect a wider employment of the reference list principle on the part of the smaller libraries might do much to illustrate Mr. Adams's suggestion⁴ that a collection of a limited number of books, kept down by a weeding process, and repeatedly and minutely recataloged, is worth more to its readers than one of twice the number of volumes with no sifting processes, and with infrequent cataloging or none at all. The reference list, however, exists in many different forms. In its daily or occasional form, it is usually prepared in manuscript, or by some copying process; and, if the latter, can reach a wide circle of users. In its weekly form it is frequently met with—in addition to the instances just named—in the columns of some newspaper, and thus reaches the eyes of thousands of readers. In its monthly or quarterly form it is found either as a separately printed sheet or as forming a distinctive feature of the library's official "Bulletin." To the manuscript instances above referred to, usually in the form of written sheets, may be added the particular variety wherein catalog cards are substituted for sheets; and in more than one quarter

¹W. E. Foster's "Libraries and readers" (1883), pp. 50-51.

²See Prov. Pub. Library, 15th an. rept., 1892, p. 9; also G. Hies's "Public libraries of to-day," N. Y. Tribune, Oct. 9, 1892.

³Other possibilities are suggested in W. E. Foster's paper at St. Louis conference, 1890 (Proc., p. 239).

⁴See *L. j.* (Ap. 1893), 18: 119.

the very serviceable suggestion has been made of applying the Rudolph Continuous Indexer to the purposes of reference lists, as well as to those of the general catalog.

There are few principles so deserving of constant remembrance within the walls of a library as that emphasized in an address at a recent library dedication, namely, that "Books are made to be read."¹ Acting on this principle, it is the practice in many libraries to study all possible opportunities of getting the books down from the shelves and into the hands of students and readers. Consequently the answer to a reader inquiring "How many books may I have for use in the reference room at any one time?" will necessarily be: "As many as you need—a hundred if necessary."² Consequently also a close attention to subjects of current interest will reveal the fact that nearly every book in a collection of ordinary size will have had its special interest for some reader, at some time, in the course of five years. Consequently also the principle that for every book added to the library there exists a reader needing to use the book, if he can only be apprised of it, will develop the use of methods³ to bring the book and the reader into connection. There is no surer way of cutting down to a minimum percentage the "books never called for,"⁴ than by the methods above mentioned.

Divergence of opinion exists in reference to the not easily settled question as to the balance of advantage between the published catalog of a single library, with its series of printed supplements on the one hand and the card catalog on the other.⁵ The printed catalog has the advantages of legibility and convenience of handling, and the disadvantage of an ever-increasing multiplicity of alphabets unless the expensive "consolidated catalog" shall be resorted to. The card catalog, in its usual form, has the disadvantage of inconvenience⁶ of handling, and the great advantage in the case of a dictionary catalog of a single alphabet.⁷

In a large percentage of libraries the "shelf list" and the "class list" are identical, thus supplying a manuscript subject catalog which, if allowed to be consulted by the public as well as the staff, and supple-

¹ E. E. Hale, at dedication of St. Louis Public Library, 1893.

² A. L. A. Proc., 1890, p. 7.

³ Some of these methods are indicated in Prov. Pub. Library, 15th an. rept., p. 3.

⁴ Government publications are among the material which the Quincy policy would suggest discarding, yet these in some public libraries are among the "livest" of material in active use. The tendency to "turn the general reader, in many instances, into the special student," is to complicate the problem of winnowing.—*L. j.* (Ag. 1893), 18: 294.

⁵ See P. L. Ford's Chicago paper, *L. j.* (Jl. 1893), 18: 219.

⁶ It is true that the substitution of the "tray" variety of card catalog for the common "drawer" type will largely tend to diminish this inconvenience.

⁷ Early comment on the Rudolph Continuous Indexer is to be found in *Lib. Jour.*, 16: 313; 17: 25, 371-72; 18: 120-21. Later and more decided recognition of its capabilities is in *L. j.* (Ag. 1893), 18: 277-78; *Nation*, Ag. 31, 1893, 57: 150.

mented with a comprehensive subject index, comprises one more link in the chain of assistance to readers. This "class list" being a precise reproduction of the order in which the books stand on the shelves, it is subject to the same advantages and disadvantages which have already been shown to attach to shelf arrangement, as a help to readers; with this difference, however, that the class list shows the titles of books which are out, as well as those which are in. Here also, as in the case of the shelves, it does not follow, from the limitations pointed out above, that as little classification as possible is going to help us. If you are on a train running from New York to Chicago, and you wish to communicate for a moment with your friend, and find that he is not in the same car with you, it is something to be thankful for, is it not, if he is in another car of the same train—and that a vestibule train—rather than on another train on a different railroad?

4 Planning the library building with specific regard to facilitating assistance.—The library architecture of the past ten years is perhaps in no one particular better worth studying than in the effective adaptation of well-chosen means to specific ends. Doubtless some of the most effective library work may have been performed in buildings illustrating every conceivable fault of library arrangement; and yet, if the opportunities for usefulness which have been lost, even under this intelligent effort, be enumerated, they would show how enormously the maximum of usefulness even of such a library could have been increased. A few principles which experience has shown to be fundamental and about which there is general agreement may be named. (1) Determining the position of the natural centers or axes, in the relation of the different parts to each other, and thence radiating in such a way as to secure the least expenditure of time, space, and effort, as well as the nearest approach to straight lines of access. (2) Foresight in making such a disposition of the parts at the outset as will not be negatived, but rather emphasized, in all subsequent extensions which may be made necessary. (3) Combining, so far as possible, compactness in the storage of books, with the most generous provision for the specific needs of individual students and readers.¹ In all these details, and particularly the provision for the "least expenditure" of time, space, and effort, it would be easy to misconceive of the matter as one affecting the convenience and efforts of the library attendant alone. It must not be forgotten, however, that, even where the reader or student does not personally visit the shelves, he does so, vicariously, in the person of the library attendant.² To a fruit merchant in New York a shipment of peaches which consumes five days when one day might have served is of vital consequence to him, even if he does not take the railroad journey himself; and it is no less vital to the reader or student that an unnecessary amount of space, interposed between the attendant's start-

¹ See C. C. Soule's paper, *L. j.* 17: 124-25; also discussion of the subject by Messrs. Ford and Carr, at Chicago, *L. j.* (July, 1893), 18: 219, 225.

² *A. L. A. Proc.*, 1890, p. 7.

ing point and the book required by the reader, shall not multiply to an annoying extent the time which the reader must wait before obtaining his book. The question of access to the shelves¹ at all on the part of the reader is one which has two sides, even in this matter of time-saving. In a very small library it is probably true of the greater number of the books charged to readers that they will have been taken from the shelves by the readers themselves and brought by them to the desk to be charged. Here the balance of advantage would be decidedly in favor of access to shelves, on the basis of time saving. These conditions would be almost wholly reversed in a large library. In its stack, if of the conventional type, with its labyrinthine passages, the book borrowers would be not only bewildered, but in each other's way; while the impossibility of supervision, resulting in large loss of books and in very certain displacement of them, would inevitably waste the reader's time and convenience. The conventional stack construction is not the only one available. Few principles in library construction seem likely to prove so fruitful as those associated with the name of the late Dr. W. F. Poole, namely, the housing of each great class in a separate room, with its own attendants, and supplied with all the apparatus of a great study room or laboratory. The fact that Dr. Poole's application of his own principles,² in the Newberry Library at Chicago,³ is on a scale far beyond the means of the average library, does not in any way impair the general soundness of these principles, nor the duty of each library to avail itself of their benefits, so far as its own conditions will admit. This is, in fact, one of those instances where very much more than "half a loaf" can be secured. In an increasing number of libraries the following principles are now recognized:⁴

(1) A sharp distinction between the circulating department and the reference department, thus admitting of placing the latter (dictionaries, cyclopedias, etc.) on open book shelves in the reference room, where they are constantly accessible to all readers without the necessity for applying to an attendant.

(2) Providing an open bookcase in the delivery room, for the current additions of a specified number of weeks back (eight, ten, or twelve). These books may be there handled and examined, and, when desired, charged to the reader, for home use. A reader who should have closely followed up his opportunities in connection with this open bookcase for a year in succession, would have practically had "access to the shelves," so far as the additions of that year are concerned.

¹A subject whose voluminous literature may be traced by the index in all the recent volumes of the *Library Journal*. But see particularly the following: 15: 197-98, 229-31; 16: 268-69; A. L. A. Proc., 1890, p. 33-37; Chic. Proc., July, 1893, p. 217, 219, 231.

²Elaborated in his "Construction of library buildings," 1881; and his "Remarks on library construction," 1883; also in *Lib. Jour.*, *passim*.

³Explained by Dr. Poole, with plan, in 1890, *Proc.*, pp. 107-11.

⁴See also *Prov. Pub. Library*, 15th an. rept., 1892, p. 6.

(3) Selection of one or more of the classes usually stored in the stack, to be shelved in a room by themselves; an application of the Newberry library plan, with its tables, desks, and other facilities, not to the whole library, but to a fragment of it. In some libraries the bound volumes of periodicals are so treated, in close proximity to the reading room for current periodicals; in others the industrial works in close relations with the patent room, etc.

(4) Provision of rooms in portions of the building adjacent to the stack to be used as special "study rooms," "class rooms," "dictating rooms," etc., in which the needs of special students, or classes, or university extension centers,¹ or study clubs, or other studious individuals or groups may be specifically met.

(5) The provision of other "study rooms" or "study tables," within the walls of the stack itself, for the use of any serious students who may with confidence be trusted there.

(6) The system of "permits to enter the stack," for an even wider section of the public, which has been developed under very interesting conditions at Cleveland² and Minneapolis.³ In some communities the local conditions will admit of going further than in others in the direction indicated, but there are few which can not avail themselves to some extent of the manifest advantage thus rendered possible. Indeed, the planning of library interiors for some time to come is likely to throw additional light on the capabilities of library architecture in facilitating assistance to readers.

5 *The personal element.*—The library may be equipped with a collection of books most skillfully chosen and sifted; the books may be marshaled on the shelves in an arrangement which most perfectly facilitates the path of the student to the desired subject or book; the contents of the volumes may be elaborately set forth in every form of cataloging helps; and every feature of the building even may be dominated by attention to specific needs of students and readers; and still, possibly there may be a missing factor, the operation of which is necessary to the maximum of effective assistance. It is true that library "machinery" is excellent in its way, and any library which disregards the necessity for bestowing much time upon it and effectually avoiding every tendency to clogging, or congestion, or irregularity, will do so to its cost. But long observation has everywhere confirmed the conviction that a reliance solely on "general methods," those for the public at large, is like using a rake with teeth too far apart, and inevitably some of the library's most vital opportunities for usefulness will slip past, unrecognized. The personal contact of the library officer with the individual reader is still needed after all else has been said

¹ The extraordinary possibilities of this line of work are indicated in Miss Katharine L. Sharp's "Libraries and university extension," Library school, Albany, 1892.

² *L. j.* 16: 175.

³ *L. j.* 17: 445-47.

and done. In libraries where the force is inconveniently small, one of two results is likely to follow. On the one hand, exclusive dependence may be placed on the perfection of the library "machinery," with the result of great smoothness of routine administration, but also with the resulting waste of opportunities just referred to. On the other hand, while the advantage of the needed contact of reader with library attendant is secured, this comes as a sort of "running fire" all along the line, and there is consequently the disadvantage of introducing a constant element of uncertainty into the accomplishment of the routine work¹ of the respective attendants appealed to. One of the earliest libraries to respond to the demands of this problem and to concentrate this work upon a single officer, was the Boston public, in which, from the first, the volume of assistance to readers has undoubtedly been larger than in any other American library. Several other libraries have, within more recent years, established an information desk;² and in one³ of these at least the officer is provided with no other work, but finds every moment of time claimed by the applications of individual readers and students for specific assistance and direction in the use of reference books in pursuing inquiries, etc.

There is plainly a growing tendency among libraries to adopt this fundamentally effective feature of assistance to readers, but there are certain aspects of the matter which should be clearly recognized, else disappointment may result. For instance, so strongly does one librarian fear the tendency of this concentration on one clerk, to produce apathy in the matter of assistance to readers on the part of all the others, that he would take the risk of constant interference with the time of every clerk. There are several ways of meeting this objection. Where the force is large, or of "average size," it is possible to arrange a comprehensive scheme, whereby, at some time during the week or month, the service of every other member of the staff is called into requisition, as a substitute, either at meal times, half holidays, vacations, or other necessary absences of the regular clerk. Extremely useful also in the same direction, though for other reasons besides, is the practice of holding monthly or fortnightly "staff meetings,"⁴ followed with great success in at least one library, in which the study of the many-sided subject of assistance to readers, both in the shape of specific instances and of comprehensive general principles, is a constant feature. While it is not possible, even by this method, for a library to bring all the beneficial influences of the "library school" to its own doors, in one particular it is invariably effective; namely, in developing on the part of all the staff not only a true esprit de corps, but, in particular, an eagerness to render the best service of which they are capable,

¹ Prov. Pub. Library, 13th an. rept., 1890, p. 9.

² *L. j.* 16: 271-72, 263; 18: 178, 179, 219.

³ Prov. Pub. Library, 13th an. rept., p. 9; 14th, p. 10-11; 15th p. 10.

⁴ Prov. Pub. Library, 13th an. rept., 1890, p. 11.

in this matter of assistance to readers. The fundamental importance of this "unperfunctory" element in the work of the information desk is not easily to be overestimated. Indeed, it will be far better not to establish this position at all than to be obliged to fill it with one who gives it a careless, an unintelligent, above all, a perfunctory attention. This is one of those positions where the bright face of the attendant meeting the application, timidly perhaps presented by the reader or student, puts the latter at once and completely at his ease, and goes far to make actual the ideal suggested by Mrs. M. A. Sanders at the February, 1893, meeting of the Massachusetts Library Club, that the librarian should meet the reader in the position of a host or hostess welcoming a guest. There is, moreover, another side to this matter even, due to the fact not only of the immensely differing needs of individual readers, but of their no less widely differing temperaments and capabilities as well.¹ To read that it fell to a certain librarian to hear during one and the same week two such apparently contradictory commendations of this feature of his library as the following, may suggest a paradox: "I like your information desk; one is put so completely at his ease by the attendant's interest;" and "I like the service of your information desk; it is so impersonal." Yet it only goes to show the success with which the attendant had suited the manner as well as the material of the assistance to the varying conditions of the two individuals.

The successful coordination of apparently divergent conditions is not an easy matter here, any more than in architecture; yet it is in triumphs such as these that the mastery of the art is shown, in the one case as well as in the other. Not only trained intelligence and genuine interest, but tact and discrimination, are requisite here; and it should be borne in mind by library directors, not only that the establishment of the information desk as a distinct position will involve a generous allowance of additional time and the consequent expense, but also that the officer who can successfully meet the requirements of such a position is necessarily one whose services should be well remunerated. There is, doubtless, a certain quality of intellectual force and helpfulness in the books themselves, in the case of a library of average excellence, and others besides Sir Walter Scott have profited from the mere opportunity of "browsing in libraries;" yet to base on this fact an argument against employing well-directed efforts of assistance, when needed, is to repeat the fallacy underlying the familiar "self-made-man" argument against education. The man, in an instance of the kind named, would have made, not an inferior, but an even greater achievement, if, to his undeniably exceptional native gifts, he had been able to add that which the discipline of education can supply. The books will possess not a less, but a far greater degree of efficiency if to their inherent vitality and effectiveness there shall be joined the minute and comprehensive study of the needs of readers, as related to the books, on the part of a thor-

¹ *L. j.* 16: 297-300.

oughly equipped library officer. That the needs referred to really exist, the experience of the larger and smaller libraries alike goes to show. "The timidity of the average person desiring information, and especially the stranger who comes to the library for the first time, is a factor in library administration which must be acknowledged and dealt with. * * * We have seen person after person enter a library, and, after a brief struggle with the card or printed catalog, leave the building. * * * Yet, whenever we have spoken to such people, we have found they wanted a definite thing."¹

It is the significance of instances like these that has led one of the most progressive of librarians to distrust the desirableness of universal access to the shelves, since in this way much the larger part of the class of readers referred to would miss the personal guidance and assistance which they obviously require.

In at least two of the libraries where this personal element of assistance has been most comprehensively developed, this fundamental rule is insisted on, that if the library officer to whom a question happens to be brought has the slightest reason to suppose that the information which he is able to supply is not an adequate and satisfactory answer, the question must be referred to some other library officer who is reasonably sure to be able to do this. In one of these two libraries, printed forms² are kept constantly at hand for this purpose. Sometimes it will happen that the library itself is found not to be in possession of the work or works which alone will answer the inquiry. In this case either an order is at once given for the book, or recourse is had to the scheme of library transfers mentioned elsewhere. Even when the reader finds the library classified by a comprehensive system, sufficiently closely classified to respond to his varying needs, supplied with a subject index, as a ready key to the whole, arranged on the shelves with as close an approach to correspondence to abstract classification as is found practicable, and the shelves accessible to the intelligent reader wherever practicable, he must, after all, have these forms of assistance, plus the privilege of a special study room where the bringing of books from other portions of the library may correct the inadequacy of shelf arrangement already referred to; plus the helps furnished by bibliographies in supplying a bird's-eye view of the subject not possible in this particular library; plus the helps supplied by subject catalogs for subjects on which no bibliographies have been printed; plus all reference lists and other miscellaneous varieties of help. And even this is not sufficient unless we add, also, the librarian himself, that he may correct and supplement all deficiencies and inadequacies of the various kinds specifically mentioned above, by his own trained, interested, and effectual service of the reader.³

¹ *L. j.* 16: 263.

² See Prov. Pub. Library, 14th an. rept., 1891, p. 11.

³ See A. L. A. Proc., 1890, p. 9.

EXPERT ANNOTATION OF BOOK TITLES—INDEXING LITERATURE
OTHER THAN BOOKS.

By GEORGE ILES, New York.

There is much in a welcome. The stranger who enters the Boston Public Library is met almost at the threshold by an attendant who invites questions and answers them in the most helpful possible way. To those unfamiliar with the card catalog he explains it; he can often supply a forgotten name or a title; frequently he names a book his questioner needs and has never heard about. Such an officer makes people feel that the public library is really theirs; that its machinery, formidable though it seems, is in fact simple; and when, as in Boston, the officer charged with reception moves about quite freely, instead of occupying a desk clerk fashion, his hospitalities can be multiplied. Next in value to his services, to a stranger at least, comes the aid of a card catalog, from its inclusiveness vastly to be preferred to any catalog in book form, and, speaking from my own experience, best arranged under a single alphabet. The card catalog has now a formidable rival in the Rudolph continuous indexer, which novel device, from its nonliability to wear or soiling, removes the excuse oftenest given for withholding the card catalog from the reader. Only when the full catalog, whatever its form, and the shelves themselves are at the free disposal of the public, does the public library fully stand by the promise of its open door.

But a reader, specially of the serious stamp, needs yet more; it is not enough that good books in abundance be offered him, for how shall he know which of them can best serve his purpose? Suppose that he is to inform himself regarding the principles underlying the transmission of electricity from Niagara Falls to the lamps and motors of Buffalo, which of the scores of books presented in the department of electricity will take him, beginner that he is, and lead him to a full comprehension of the subject? Or, imagine him to be curious respecting the latest achievements of the camera—its seizure of stars beyond the telescopic range, its interpretation of color in black and white with truth of effect, its reproduction of color itself, or its superseding of the graver—which of the many works on photography at hand will answer his questions in the clearest way? If, in a very different branch of literature, he seeks to know something about the government of the nation, a topic treated by hundreds of writers, to which of them may he with confidence turn? Or, if he desires to acquaint himself with the fundamentals of political economy, what authorities shall he choose?

A response to these inquiries is given in a card catalog of four subsections of the model library shown by the American Library Association as part of the Columbian exhibit of the National Bureau of Education, to go at the close of the exhibition to the Bureau's headquarters at Washington. There following each card title is a note—in the

department of electricity by F. B. Crocker, professor of electrical engineering at the school of mines, Columbia College, New York; in that of photography by the committee on literature of the Camera Club, New York; in that of American Government by Dr. J. C. Schwab, instructor of political economy, Yale University; and in that of general political economy by E. R. A. Seligman, professor of political economy and finance in the school of political science, Columbia College. The notes printed on slips are distributed at the exhibit in Chicago and are also to be had from the Bureau of Education, Washington. It is hoped that in connection with the American Library Association a bureau will be established for systematically extending this plan of appraisal to the whole working literature of education. To be as useful as it can a note card should tell: Whether a book is a mere compilation or a transcript of fact and experience by a doer or a worker; the comparative merits of various editions where they exist; for what classes of readers a book is best suited; its special excellencies or defects, and important errors, if any; how it compares with other books in the same field, and if in its field—let us say of taxation, or money—there is no book up to date, reference may be made to sources of information in periodicals or elsewhere; if a book treats a subject in debate, as homeopathy, protection, or socialism, fact and opinion will be carefully distinguished, and views of critics of opposed schools may be given; and, finally, the best extended reviews will be mentioned. The annotator should append his name and place with date. To this signing I find no objection raised by the reviewers whom I have thus far engaged.

It has been estimated that books of importance in ordinary demand do not exceed 10,000. It is suggested that these works, divided into departments, be selected and annotated for public libraries by the men and women most fit for the task. Every day these men and women are asked for direction in the fields of literature they have made their own. Through the public libraries their judgments can be placed at the service not only of an individual here and there, but at that of every inquirer in America. Guidance here will chiefly come from teachers whose life work it is in the study, the class room, or the laboratory, to know the latest books in a specific domain and master the best, whether old or new. To these teachers can be joined scholars and critics of distinction specially versed in history, belles-lettres, the literature of art. So far as an appeal has been made to teachers and others on behalf of this new aid to readers, the most cordial response has been given; busy men have turned aside from pressing tasks to write the notes offered in the model library. Their generous assistance has arisen in seeing that the need for the help contemplated is urgent and growing. Alliances between the public school and the public library are becoming closer. These alliances, together with Chautauqua and similar agencies, prove that popular reading can rise to a new interest and value when it has consecutiveness and purpose. At the same time new

books abound and superabound. Clearly it is more than ever desirable that trustworthy pilots be organized to spare the people the time and effort they now waste in reading books other than the best, to warn them as to defective statements and loose arguments, to invite them into paths of study which without a guide they would never dare to enter. The notes, of course, will often name books not possessed by a library, in which case not only will a reader be told about a book he needs, but the librarian will receive a hint for buying which will be of inestimable value when the system has matured sufficiently to keep pace with the latest issues of the press. As public libraries multiply and strengthen we may expect the notes to bring to birth a class of valuable books, translations of sterling foreign works and books by American authors, which to-day could not afford the advertising broadside required to hit here and there the scholars who want them. In the *Atlantic Monthly* for June, 1893, Mr. Justin Winsor says that the Société Franklin, of Paris, which acts as a central agency for the libraries of France, has found that with the sale its circle of libraries assures, a trained writer and a responsible publisher can be engaged to supply any needed book.

As to the financial side of the plan for book notes. The cost of annotating 10,000 important books, including sending note cards to, say, 500 libraries, is estimated at \$100,000, and the time necessary for the task at one year. To continue the work on new books of the same relative importance, as they appear, would probably require \$10,000 a year. Can this amount be collected from the libraries served? It is doubtful. As elsewhere in the field of education, a service worth vastly more than its cost can not be paid for by the men and women to whom it is rendered. An opportunity thus offers itself for an endowment which at no greater outlay than that needed to establish and maintain a single good library can double the usefulness of 500.

It is said, with truth, that in many towns and cities there is but slight demand for the guidance proposed in this scheme of book notes; but is it disputed that that demand ought to be increased, and how can it be increased better than by supply? To take a homely illustration, has not the advent of the Italian fruit vender, passive though he is, greatly stimulated the consumption of bananas and oranges? Let the trustees of literature learn of him, and rest content only when the treasures in their keeping are hospitably proffered to the people, the invitation made as telling as it can be by having the best critics join in it. If the ignorant choose to remain untaught, to miss the light and lift that books stand ready to bestow, let them do so only when every means of winning their interest has been exhausted. In this matter the recent history of our public libraries is full of promise. Every increase in their stock and store, every improvement in their arrangement and accessibility, has roused appreciation in a degree which has richly repaid the means and toil expended. Let public libraries not

only contain but indicate the most helpful books and we shall find the public library more than ever the people's university. It constantly befalls that a great book reaches us too late to bring its best message; the regret, "why was not this book pressed upon our attention long ago?" should lead us to do what we can to spare others the labor of mining any vein but gold.

Up to this point we have had in mind only the serious reader; it is time that we remembered the reader who simply seeks recreation. Scott maintains his primacy as a novelist, yet it is worth while to learn in what particulars modern research, historical and antiquarian, must affect our estimate of *Ivanhoe*, the *Talisman*, and *Quentin Durward*. In the life of Darwin by his son we are told that the naturalist was wont to refresh himself with the novels of Mrs. Oliphant, but who shall tell us which of her many romances are best worth reading? Browning, too, is abundantly represented on library shelves, but which of his longer poems best deserve perusal and why? His works come to us as 17 lusty tomes, while few students care for a single book of selections, even though it be the poet's own. When the literature of instruction has been surveyed by the annotator and its guide posts set up, it will be fitting that other literature receive the same attention, of necessity with a lighter and less laborious touch.

On the general lines here suggested a pioneering attack has been undertaken by Mrs. Augusta H. Leypoldt, editor *Literary News*, New York, and the present writer. Their project is to compile and edit an annotated list of about two thousand books suitable for girls and women and their clubs. This list will comprise carefully chosen titles in the whole round of instruction and recreation. The works of fiction will be selected and annotated by a reviewer for the *Nation*. Other contributors of mark have agreed to cooperate in preparing the list which, as far as it goes, will be of service to all public libraries, to readers and inquirers everywhere. The list will be published by the American Library Association in October, 1895. It is expected soon to enlarge its departments of art and music so as to fairly give them complete scope.

Let us now return to the reader in science and consider one of his perplexities, born with the present generation. Day by day he finds periodicals multiplying to so prodigious an extent that the fuel of information threatens to put out the fire; on every hand he sees the serial steadily encroaching on the sphere of the book. For this there are many reasons, the weekly or monthly can tell a fresher story than the book, it can tell a story too short for a book; advertising which falls on the book as a crushing tax provides the periodical's main support; through the wider sale of periodicals they give buyers more for their money than books possibly can; many a book on technical science is but a reprint or a summary of what has appeared in serial form, a

circumstance, by the way, of no little advantage to the book. And where in the swirl that now encircles the press shall the reader find what he seeks? If he is pursuing the causes which have cheapened steel, he must consult not only the journals devoted to mining and to steel manufacture, he will also have much to learn from the engineering and architectural press. And so aggressive is the enterprise of the magazines that the latest word regarding the domination of the air by the inventor, may come in the *Century*, and a review of the cotton-oil industry in the *Engineering Magazine*. Here it is plain that to be of value an index must be very full.

An attempt to meet the emergencies of the case has been made by the *Engineering Magazine* at Chicago, the *Review of Reviews* of New York, and other publications, each presenting a list of articles in selected periodicals; none of these lists is full enough, yet the labor of consulting them, particularly as a year approaches its end, is what few readers have time for. The linotype, which enables a title to be cast as a solid line of metal, promises to lend itself to the quarterly and annual recapitulations here demanded. The world of science, as never before, is to-day roused to the necessity of taking stock of its wealth. In the Transactions of the American Society of Mechanical Engineers, vol. 14 (1893), Mr. W. L. Chase presents a plan for extending the Dewey classification to engineering literature. The Royal Society of Great Britain announces an author index of its monumental list of technical papers. Mr. H. Beckhold, of Frankfort-on-the-Main, began the issue, beginning with 1894, of a monthly and yearly index to papers in pure and applied chemistry; the Physical Society of London in 1895 began to publish a monthly pamphlet giving abstracts of all the papers which appear in the principal foreign journals of physics. And a concerted movement is afoot which aims, by 1900, at organizing on an international basis, a comprehensive index to all scientific literature. This done, experiment in every workshop and laboratory of the world can be supplemented by full information of every recorded result achieved in all other workshops and laboratories. Then the man of research can avoid the blunders of his fellows, need not uselessly duplicate their labors, and can seek their cooperation in ambitious tasks beyond his individual reach.

Were books and periodicals disposed and indicated as they ought to be, we should still be far from having exhausted literature. There remains a flood of publications, many of which contain valuable data for the investigator, fruitful seed thoughts for the student and literary worker. I refer to the transactions of learned societies, the proceedings of institutes and academies, of such government offices as issue reports, labor bureaus, geological surveys, and the like. So oppressive is the multiplication of these that the president of the British Chemical Society, in 1894, urged the consolidation of authoritative scientific organs throughout

the English-speaking world. This however, would be only in part a remedy. Suppose that the rate at which the consumption of liquor advances or recedes is to be ascertained, the information is set forth authoritatively in reports of the Secretary of the Treasury, where incidentally we are told how far the use of strong waters has been affected by the competition of beer and light wines. One would scarcely look in the Proceedings of the American Institute of Mining Engineers for light on the labor problem, yet the volume for 1890 contains a masterly discussion of it by Hon. Abram S. Hewitt, in the course of his treatment of "Iron and labor." Two examples, these, of hundreds which might be cited. In such documents as have been named we tap the stream of knowledge at its very source, and yet for lack of indexing how little is done with a wealth of material it costs so great pains to create! Mr. Talcott Williams, of the *Philadelphia Press*, who has given the question a good deal of thought, estimates the expense of indexing this important branch of literature at \$50,000. His suggestion is that the work be attacked cooperatively, and that publication of the manuscript indexes be sought at the hands of the Smithsonian or other public-spirited institution. To the Smithsonian a debt beyond estimate is already due for its issue of bibliographies, the last and greatest of which is Dr. H. Carrington Bolton's bibliography of chemistry. Mr. Williams believes that a considerable number of learned societies could provide the money needed to index their transactions; for the rest he proposes an appeal to unpaid volunteers such as those who, under the leadership of Dr. W. F. Poole and Mr. W. I. Fletcher, have in times past done so much to bring the bread of knowledge within reach of the people.

Were all this accomplished, together with the indexing of current periodicals and the annotation of books, I know not what the reader could wish for in the way of stock-taking in literature; everything of importance in print would be placed at his service. If the librarian's finances forbade his having other than a small library, he would nevertheless be able to tell a reader where to get what he wanted, and perhaps through the cooperation of larger libraries be able to procure it for him. Speed the day when between the seekers and the light there shall be no obstacle of any kind, the day when the generous, the wise, and the informed shall give their less favored fellows all the aid they can!

SCRAPBOOKS.

By W. A. BARDWELL, Librarian of the Brooklyn Library, Brooklyn, N. Y.

Among the minor departments of library work that have, in some institutions, come to be recognized as useful and valuable is "scrapping," or the collecting odds and ends of information not contained in books

or the cyclopedias, but clipped from newspapers or from magazines not covered by Poole's or the cooperative indexes. In this way may be preserved for convenient reference the most recent facts, which otherwise would be buried and lost in the mass of back files.

Thomas S. Townsend's "War library of national, State, and biographical records," the largest collection of scrapbooks in existence, is still deposited at the Columbia College library, New York. This work is in more than 100 volumes, each as large as a man can easily lift. The work is well indexed and is an invaluable fund of material relating to the civil war. The arrangement is chronologic from December, 1860, to the end of General Grant's second administration. The price at which this collection is held is \$50,000, though Mr. Townsend would have sold it to the United States at a somewhat lower figure. He has also suggested a scheme to dispose of it by means of popular subscriptions, each subscriber having the right to vote where the work shall be deposited.

The Los Angeles public library has recently formed a plan for collecting information regarding local interests, which is thus described in their library bulletin:

CLIPPING BUREAU.

The realization of the utter lack of practical books on the local manufacturing, agricultural, and industrial interests and the impossibility to procure such information has resulted in the project of a clipping bureau, and a systematic segregation of reliable matter bearing on these subjects is to be begun at once. A practical scheme has been worked out to handle and prepare this material. The chamber of commerce has agreed to cooperate to the extent of furnishing material on hand, and we earnestly invite the further cooperation on the part of fruit growers, bee keepers, fruit packing and drying specialists, and others who have from time to time made scrap collections. We invite them to come to the library to have our system explained to them.

LIBRARY SCRAPPING.

In order to preserve the great amount of floating material on topics of local value constantly appearing in newspapers and periodicals, it is proposed to detail special attendants to the collection, segregation, and arrangement of this matter. The clippings in the first place will be kept in a series of indexed envelopes, and when enough material has accumulated on any one subject it will be carefully examined, and only that of some real value will be retained. For final preservation the clippings are to be pasted in scrapbooks designed for this purpose. The binder was instructed to furnish a quantity of ordinary manila paper, cut 11 by 17 inches, and folded into sections of 10 leaves each, and punched on the fold. These leaves will hold the clippings, and the sections may be strung together like the sections of a book. No one section is ever to hold clippings on more than one subject; thus there may be a series of sections on the orange, and when these are sufficient in number they will be bound, forming a complete volume of statistics on orange culture. The subjects for clipping purposes will be assigned, and it is anticipated that by this expedient many of the drawbacks of the ordinary scrapbook will be done away with. Suggestions for modifications will be considered and results noted.

Since the report on scrapbooks in 1889 a considerable number of libraries have done some work in clippings. A circular recently addressed to more than 100 representative libraries throughout the country has elicited responses from about half that number of librarians who cultivate the general art of scrapping to some extent, while others who have not yet found time for it are favorably impressed with the idea, and confident of its utility. The information supplied in response to the circular is epitomized below:

Scraping work in certain libraries.

Name of library.	Subjects or specialties in scraping.	Sources from which material is obtained.	Method of preserving.	Method of indexing or classification.	Extra help required, or library staff only.	Utilized by readers.
Albany, N. Y., State library.	Regents' work, higher education, library economy and history, metric spelling, Miscellaneous	Through press-clipping bureau.	Mounted on manila sheets and kept in manila folders, or common-sense binders.	Arranged by decimal classification and shelved with books on same topics.	No outside help; done by junior clerks.	Yes.
Ann Arbor, Mich., State University library.	Miscellaneous	From current publications.	Where there is considerable matter on any important subject it is made into a pamphlet and bound. Pasted in a scrapbook ..	Not yet indexed, except when an occasional volume is bound up.	No help beyond regular staff.	There is some interest in the collection but it will be more available when classified.
Atlanta, Ga., State library.	Personal clippings kept by library.	Current publications.	Pasted in an ordinary scrapbook.	Arranged chronologically.	.....	.....
Baltimore, Md., Enoch Pratt free library.	The library and its founder.	Current newspapers, etc.	Mounted on manila paper and kept in folders.	The classification is practically self-indexing.	Daily clipping not attempted; no extra help required.	Yes; when collected with discrimination.
Baltimore, Md., Johns Hopkins University library.	History, economics and subjects relative thereto.	Current publications.	Wooldruff files or tied between pasteboards; subject is written at top.	.....	.....	.....
Boston, Mass., public library.	Biographic sketches of distinguished persons, with portraits, when obtainable.	No; not now kept up.	Mounted on manila paper and bound.	Index in front of volume.	Not now continued ..	Occasionally used.
Boston, Mass., State library.	Local history	Any available source.	Mounted on sheets and bound like pamphlets.	Classified by subjects ..	.....	Quite useful.
Bridgeport, Conn., public library.	Miscellaneous and illustrations, current topics, recent political events.	From current newspapers and magazines, such as are not bound.	In large envelopes.	Envelops are marked with subjects and alphabetized in a case.	Kept up by the regular staff.	Moderately used; quite useful when on events of immediate interest.
Brookton, Mass., public library.	Reviews of books added.	Newspapers	Pasted in record book ..	Chronologically arranged.	None	Use moderate and practice kept up.
Brunswick, Me., Bowdoin College library.	Current publications ..	Current publications ..	Pasted on sheets and placed in temporary binders.	Indexed	No outside help required.	Yes.
Buffalo, N. Y., the Buffalo library.	Alumni of the college; State of Maine, its local history, biography, education, etc.	Local papers; from magazines and weeklies, matter of local interest or authorship.	Pasted on manila sheets and made into pamphlets, 6 by 9 inches, or folded in manila envelopes, same size.	Envelops and pamphlets are classified cataloged, and shelved in boxes with books of like classes.	Articles in newspapers are noted each day; at end of month these are clipped, cataloged, etc.; no extra help.	Very useful as far as they go, but not yet very extensive.
Burlington, Vt., Fletcher free library.	Current publications ..	Current publications ..	Pasted in scrapbooks ..	Not indexed	No	Occasionally some special topic.

Scraping work in certain libraries—Continued.

Name of library.	Subjects or specialties in scraping.	Sources from which material is obtained.	Method of preserving.	Method of indexing or classification.	Extra help required, or library staff only.	Utilized by readers.
Hartford, Conn., Hartford library.	Illustrations of costumes, architecture, portraits, works of great artists; college amusements; working girls' clubs.	Current publications.	Pasted in books.....	Kept in separate books, one to each subject.	Work done at odd moments by librarian and staff.	Yes; indeed.
Kansas City, Mo., public library.	Biographies of living people; current events; not found in periodicals.	From newspapers.....	Pasted on manila card-board strips, 6 by 11 inches.	Alphabetized and kept in boxes in pigeon-holes.	Arranged to date by library staff.	Extremely useful.
Topeka, Kans., Kansas State Historical Society.	Kansas history.	.....	Paste them on one side of book paper size 6 by 9½ inches, one column to the page, and keep by subjects until there are sufficient accumulations to bind.	Classified by Dewey system.	They are scarcely arranged up to date; they are from time to time cut and mounted by the state printer as extra binding.	Very useful.
Los Angeles, Cal., public library.	California agriculture, botany, history, irrigations, statistics.	From current publications; obtained from far and near.	Pasted on manila sheets and finally bound in volumes.	Material carefully classified, and when sufficient to make a volume is shelved with other books on same subject, with type-written index in front of volume.	Done as extra work by the page by attendants when off regular duty; have only recently commenced this work.	Confidently expected that the collection will be very useful.
Lowell, Mass., free public library; Middlesex 'Mechanics' Institute.	Current events, general literature, historic buildings and places, living authors, music, World's Fair.	From current publications.	In envelopes at first; afterwards the more desirable material is pasted in scrapbooks; much is weeded out if published in book form later.	Envelopes are marked by subjects and alphabetized; scrapbooks are indexed.	Kept to date as far as can; papers are inspected and marked, then at end of week are clipped; depend on volunteer help largely.	Used occasionally and found valuable, as they contain material not to be found elsewhere.
Lynn, Mass., free public library.	Local biography, history, etc.	From any available source.	Scrapbooks.....	Indexed in card catalog.	Range is limited; have some outside help in gathering clippings.	Found quite useful to readers.
Madison, Wis., Wisconsin State Historical Society.	American and Wisconsin history, Indians, archeology, biography.	Current publications.	Short clippings are pasted in scrapbooks, a book for each subject; long articles are mounted on large note paper and are cataloged as pamphlets.	Indexed and classified...	Kept up to date, part of time of one assistant being devoted to looking over and marking articles for clipping.	Quite useful, as everything is so thoroughly classified as to be accessible to all.
Medford, Mass., public library.	Authors, local items, libraries, pictures of libraries.	.....do.....	In envelopes and scrapbooks.	Envelopes alphabetized; scrapbook indexed.	No extra assistance...	Thought to be useful.

Library	The library	Any source	Pasted in scrapbooks	Not indexed	Useful to the staff.
Minneapolis, Minn., public library. New Bedford, Mass., public library.	History and genealogy.	Local and New York newspapers.	Mounted on 8° sheets and in scrapbooks.	Arranged alphabetically.	Quite useful so far as developed.
New Haven, Conn., Yale College library. New London, Conn., public library.	Biographic notices of graduates; history of the college. Arctic explorations; modern authors.	Current publications.	Mounted in scrapbooks with binder's paste.	Indexed.	Quite useful.
New Orleans, Howard Memorial library.	History of the library; Louisiana folklore.	do	In envelopes.	Indexed and numbered.	Is thought that it will be very useful later on.
New York, Apprentices' library.	Illustrations.	Back numbers of illustrated papers.	In manila scrapbooks mounted with binder's paste.	Not arranged.	Very much used.
New York, Columbia College library. New York, free circulating library. New York, Y. M. C. A. library.	Columbia college; purchase of new site, etc. Libraries, chiefly the N. Y. F. C. L. The library; the A. L. A., and library matters; important events.	Current publications. Mainly from N. Y. newspapers. Current publications; a few scrapbooks have been given.	Collected but not mounted. Pasted in scrapbooks. do	Arranged chronologically. A separate book for each subject; not indexed.	Regular staff. No extra help.
Omaha, Neb., public library.	Agriculture, famous speeches, fugitive facts, holidays; local history of the North-west, Hawaii, annexations of Cuba, Canada, etc.; World's Fair.	Daily papers (after one month), weekly papers (after two months); periodicals, such as are not indexed in Poole, etc.	Mounted on manila sheets and kept in boxes.	Classified by subjects.	The work is continuous and is done by a library attendant.
Palo Alto, Cal., Leland Stanford Junior University.	Railroad matters, economic, historic, and technical.	From current periodicals, and from newspapers when the article has substantial value.	Partly pasted in donated scrapbooks, and partly unmounted.	Scrapbooks unindexed; unmounted scraps are classified.	No extra help required.
Pawtucket, R. I., free public library.	Civil war, 23 v. f., local history, from 1801, 18 v.	Much from local newspapers.	In boxes at first; afterwards pasted in books. The earlier volumes were part of a private collection.	The 23 volumes arranged chronologically; the 16 volumes are indexed.	Work done by the librarian and staff as other work permits.
Platteville, Wis., State Normal School library.	General subjects; articles of merit on any useful topic.	Publishers of daily papers give their exchanges for scrap-booking purposes.	In 4½-inch manila envelopes; name of subject typewritten in upper left corner.	Filed in alphabetic order like a dictionary catalog; new clippings incorporated as received.	Kept up as far as possible, but only by regular employees.
Philadelphia, Academy of Natural Science.	Reports of meetings of the Academy.	Current newspapers.			Useful to the academy.

Scraping work in certain libraries—Continued.

Name of library.	Subjects or specialties in scraping.	Sources from which material is obtained.	Method of preserving.	Method of indexing or classification.	Extra help required, or library staff only.	Utilized by readers.
Poughkeepsie, N. Y., Yeager College library, Princeton, N. J., College library.	Woman's education, woman's work; Vassar College.	Current publications..	Pasted in large invoice books.	Not indexed, but roughly classified; No.....	The work is kept up by a student.	Quite useful.
Providence, R. I., Brown University library, St. Louis, Mercantile library.	Clippings regarding the college for forty years.	From clipping bureau to some extent.	Bibliographic notes in envelopes with tabs cut off and treated like cards in acetate.	Arranged chronologically.	An immense mass of material not yet classified but waiting the results of inquiries. Kept up without extra help.	With time to develop clipping system it would be of great practical advantage.
St. Louis, public library.	Civil war; St. Louis matters.	Current publications..	In scrapbooks.....	.....	.....	Most useful book in the library.
St. Paul, Minn., Historical Society.	Biography, local celebrities and minor notabilities; history; the library; St. Louis.	No new collections made; those on hand were presented. Entirely from current publications.	.....	.....	.....	Very seldom used.
Salem, Mass., Essex Institute.	Minnesota history and biography.	Mostly from Minnesota journals.	Pasted in scrapbooks.	"Book of Days" classified; indexed in all cases.	The work kept up by the reading-room attendant, and one other assistant.	The collection of library cuttings (5 or 6 v.) is very useful to staff; the "Book of Days" is quite useful to members.
Salem, Mass., public library.	The institute, obituaries; personal notices; Salem.	Salem newspapers and a few others.	Mounted in scrapbooks of heavy white paper.	The book ruled into columns, pagged and indexed.	About a dozen are filed; much is ready to be mounted; work done by regular staff.	Very useful; the material contained in the completed books has many times been of great value to seekers.
Philadelphia, Pa., Wagner Institute of Technology.	The library.....	Current newspapers..	Pasted on 80 manila sheets and bound each year by itself. In Mark Twain scrapbooks; but shall use some other kind hereafter.	Classified and indexed..	Kept up with in a month; no outside help.	Quite useful.
Washington, D. C., Library of Congress.	(1) Everything concerning libraries; (2) scientific scraps; (3) everything relating to the institute.	.....	In envelopes arranged alphabetically (dictionary).	Arranged chronologically.	Kept up by regular staff.	Useful to librarian.
Washington, D. C., Library of the Surgeon-General's Office.	Autograph letters.	.....	.....	.....	.....	Very useful in helping young essay writers when the subject was one not fully treated in reference books.
	Yellow fever epidemics of 1878-79; medical jurisprudence.	.....	Bound up in scrapbooks.	Arranged alphabetically.	Arranged by fits and starts at any time.	.....
	.....	.....	Pasted on sheets and bound in scrapbooks.	.....do.....	.....	.....

Wellesley, Mass., College library.	Economics; modern history.	.....	Mounted on sheets and kept in portfolios.	Classified by Dewey system; new material can be incorporated at any time.	Not kept up to date; the work was formerly carried on by the college department.	Not found to be very useful.
Worcester, Mass., Antiquarian Society.	Biography; civil war.	Not obtained from current publications.	In envelopes	Classified and appear in the card catalog.	Arranged to date and kept up by the cataloger.	Very valuable in some instances, as it may be the only available material upon the subject.
Worcester, Mass., public library.	General	Current newspapers, etc.	Pasted on manila sheets 7 by 9½ inches.	Kept in heavy manila 8 by 10 inch envelopes and arranged on shelves with books on same subjects; cataloged same as book.	Regular staff	

In the fall of 1892 the Society of Old Brooklynites deposited in the Brooklyn library a very interesting collection of very elegant pictorial scrapbooks, carefully mounted, in six elephant folio volumes. It consists of several thousand pictures and engravings, including many portraits of distinguished personages. The pictures were collected and mounted by Dr. Nellie M. Flint, a granddaughter of Capt. David Morris, of the prison ship *Jersey*.

Our own collection of biographic clippings have proved very valuable in supplementing biographic dictionaries. Local clippings on Brooklyn, Long Island, and New York contain much not to be found elsewhere; and the collection of fugitive poems, quotations, etc., has many things not found in books. Our clippings are thrown into square boxes till there is time to sort and paste them. Some libraries keep their clippings arranged permanently in such boxes. Probably the best method of preserving for ready reference is to paste the clippings on pieces of manila paper, or on sheets folded once, of uniform size. These sheets can be laid on each other and kept in boxes, and further additions incorporated as received, the contents of each box being indicated on its back.

The advantage of pasting on sheets folded in the middle is that they can at any time be readily bound and shelved with books in the class to which they belong. This relieves the scrap collection of some of its bulk, and, as has been suggested, admits weeding out some sheets containing obsolete matter. The sheets in each case or box should be numbered from 1 up, with rubber stamp, later additions being marked 1a, 2a, etc., so that the wayfaring man need have no difficulty in keeping the sheets arranged. Should the wayfaring man, however, as is quite likely, mix the contents of a box, an assistant can occasionally set things straight.

OPINIONS, ETC.

The following views are expressed by some librarians who have as yet no scrap collections:

Amherst College.—Sorry to say we have as yet done nothing in this line. I believe in it though, heartily. (W. I. Fletcher.)

Drexel Institute, Philadelphia, Pa.—We do not keep scrapbooks in this library; would like to do so if we had time. (Alice B. Kroeger.)

Harris Institute library, Woonsocket, R. I.—It seems to me very useful and very desirable in this library. But with only two persons to do all the work, when there is a circulation sometimes of 4,000 a month, it is impossible to find the time. (Anna Metcalf.)

Jackson (Mich.) public library.—We do not keep a scrap collection, though I have often felt the desirability of one. (Celia F. Waldo.)

Osterhout free library, Wilkesbarre, Pa.—Scrapbooks are among the things I long to have, but have not. I find the need of them very often, but I have no time even to read a big paper, much less cut up and sort out the slips. If I ever do have scrapbooks I think I should arrange in classified envelopes, dating the slips. Should preserve slips on all important subjects. Current legislation is constantly inquired for

and as we have no newspaper reading room, we are sadly deficient in information. When the days are twice as long as now I shall keep a scrap collection. (Hannah P. James.)

Peoria (Ill.) public library.—I should think they would be valuable, and I only await information such as you are collecting to make a beginning on some approved plan. (E. S. Willcox.)

Philadelphia mercantile library.—I can see great advantages in the plan if they are kept in such a way as to be quickly and surely available. Our staff is not large enough for doing this work. (John Edmands.)

St. Paul (Minn.) public library.—I believe in it and hope to do considerable as soon as time will admit. The attendant in charge of our bureau of information has some newspaper clippings, but we have no scrapbook for public use. (Helen J. McCaine.)

Watkinson library, Hartford, Conn.—This library does not collect scraps, as we are very short handed. I thoroughly believe in it and would go into it to-morrow if I could. I am inclined to think that the best way of preserving scraps would be in envelopes, classified and indexed on each; though not handy when full, or when there are many scraps on a subject, the great advantage of sifting out those which have fully passed their usefulness will overbalance the unhandiness. With the various handbooks and yearbooks gathering up constantly the results, there is nothing drearier than an old scrapbook—the living fastened to the dead.

The future city library must certainly scrap, and every village library should clip all local matter. Local history is best preserved in books, and I find the Mark Twain book very useful. (Frank B. Gay.)

Opinion is generally favorable regarding the utility of scrap collecting. Where it is followed judiciously it supplies a fund of information not elsewhere available.

One of the devices for preserving clippings is the "Index scrap file," manufactured by Rev. H: Crocker, Fairfax, Vt. This consists of a piece of light manila cardboard, $9\frac{1}{2}$ by 10 inches, folded twice, one of the folds being clipped into strips half an inch wide, to which the clippings are to be attached by paste with number of the scrap at margin. When these strips are folded in, the other side is folded over on them, leaving a space on the back of the file for lettering contents. This is a rather ingenious contrivance, and would do very well if handled only by the librarian; if used by the public the narrow strips, to which the clippings are pasted, would be very soon torn off.

The plan of keeping clippings in envelopes, lettered and alphabeted by subjects, is a favorite one, and answers very well when there are but few scraps on a subject, but these soon become bulky and crammed if there is rapid growth in a subject, as in "Biography."

In nearly all cases scrapping is done by some of the regular staff; but sometimes assistance is volunteered by people not connected with the library but interested in its welfare and who, having time to spare, are willing to devote some of it to this work.

As the time required for scrapbook making is more expensive than the material used, it seems that much might be done by volunteer aid. In nearly every place where there is a public library there are people who could spare time at intervals to do something, under the direction of the librarian, towards developing a scrap collection. The work of

inspecting papers, marking and clipping, sifting and classifying, pasting and indexing could thus be carried on without drawing very much on the time of the librarian or his assistants, and the volunteers could hardly fail to become more deeply interested in the institution to which they were giving their aid. In the Middlesex Mechanics' Institute at Lowell and at the Lynn public library some outside help is utilized. At Wellesley, Mass., the work was at one time carried on by the college departments.

INDEXES AND INDEXING.

By W. I. FLETCHER, Librarian of Amherst College.

Three kinds of guides to literature are found necessary in a library—catalogs, bibliographies, and indexes. These are not so distinct but that they overlap and are largely commingled, but they may be properly defined so as to show the due limitations of each.

A catalog deals with books as separate entries and gives a list of them arranged systematically, usually by authors and titles, sometimes by subjects.

A bibliography, properly speaking, is an account of the literature of one definite subject, or in one limited class, the term being most strictly appropriate when applied to a list of the works of a certain author, calculated to exhibit and describe all the editions. The term "national bibliography" is loosely applied, sometimes to a catalog of the books referring to a certain country, more commonly of late to a catalog of all the publications issued in the country. A subject bibliography is an exhibit of all publications on a certain subject, so far as it can be made, generally including pamphlets and articles in periodicals and transactions, its chief value usually lying in the fact that it brings to light stores of otherwise hidden material not exhibited in an ordinary subject catalog. Sometimes a bibliography includes ms. material—as for example the recently issued *Bibliography of the Algonquian Languages*, by J. O. Pilling—which refers to many vocabularies, etc., which exist only in the author's original manuscripts.

An index is an arrangement (generally alphabetic, but sometimes classified) of the analyzed contents of one book, or of the books in a certain class, and is intended to show in what books and at what places in those books information is to be found on a certain subject.

As libraries are used more for reference and study, the need of indexes to literature is more and more felt and supplied. In many library catalogs analytic entries have been so numerous made as to constitute them indexes as well as catalogs. This is notably true of the well-known Brooklyn Peabody Institute and Cleveland catalogs, and of some others.

The finest example in existence of this combination of catalog and index is, however, the index catalog of the library of the Surgeon-General's Office in Washington, of which 13 large volumes have been

issued, bringing the alphabet down to "Sut," and containing references to 71,900 volumes, 127,000 pamphlets, and 424,000 articles in journals, etc.

But as libraries have increasingly done this indexing of books in their catalogs it has become apparent that it is work which might better be done through regular printed indexes available to other libraries as well as to the one where the indexing is done.

When Dr. Poole, while yet a student in Yale College, prepared for use in the library of the literary society of Brothers in Unity, a ms. index to periodicals, he soon saw that it would be equally useful elsewhere. This led to its publication and to its becoming the germ of the great Poole's Index of to-day, elsewhere spoken of as one of the most indispensable of library helps. The publication of Poole's Index and its supplements represent the transfer of the whole field of periodical articles from the cataloging process to that of indexing—i. e., to the printed book useful alike in all libraries.

It has long been evident that another large class of works would be better treated in the same way, namely, collections of essays, papers, and monographs, and the A. L. A. Index was lately published to meet this demand. This index with its supplements and in successive new editions will obviate the necessity of analytic cataloging of this kind of books in individual libraries. Still another class of literature closely allied to that of periodicals requires similar treatment and will doubtless soon receive it—i. e., transactions and memoirs of the learned societies. Much of the most valuable discussion of scientific subjects is locked up in these volumes, waiting for the key which shall unlock them and make them available. Few libraries have undertaken to catalog separately the papers in these publications; all have admitted that an index is the needed key.

The Royal Society of London has issued a catalog of these papers in nine large volumes, which is of great service; but the index by subjects, when it can be made, will be much more useful. And it seems to need only the same energetic cooperation among those interested that was applied to the preparation of Poole's Index to secure the carrying out of this greater and more difficult task. Many other departments of literature, which are now quite imperfectly covered by our library catalogs, await indexing. Poole's Index and the A. L. A. Index are confined to works in the English language. There is great need of an index to the French and German periodicals and books of essays, etc. The admirable "Contents Index" of the University of California library furnishes a hint of what is needed in this direction, and ought to be so issued as to be available to every library.

An index to biographic sketches and especially an index to portraits are also much called for.

It is not the purpose of this paper to tell how indexes should be made. This has been well done by several writers, to whom reference

is made at the end of this article. A few general considerations only will be touched on here. In the first place it may be said that the alphabetic method of arrangement is generally to be preferred to any other. Classified lists of titles always present the serious difficulty of requiring a knowledge of the system in order to use them with any facility, and although the classified arrangement is found advantageous for certain purposes, it is probably becoming more thoroughly agreed among librarians that no other system is so generally useful as the alphabetic.

Another essential point in indexing is that each entry should be made specific. Nothing is more discouraging when attempting to make use of an index than to find a large number of references with a single heading and without specifications to show how one reference may be of more or less value than another for a special purpose.

References should be clear and as free as possible from mere technicalities. Titles of books or papers referred to may be contracted, but it should be done in such a way as to leave it entirely plain what reference is intended without the use of a table or code of marks and symbols.

The work of indexing requires careful and intelligent attention, especially to two things: The real subject of the article or chapter indexed and the best heading to be chosen for it in the index. To do indexing well one ought to read the matter indexed closely enough to understand thoroughly its drift, and not be misled by artificial and fanciful headings or titles. In one volume of a now defunct American periodical an article on the East River bridge is called "Up among the spiders," and the only reference to it in the index of the volume is under "Spiders, Up among the." Having looked at this article enough to learn what its subject really is there remains the other question, What shall this subject be called in the index—Brooklyn bridge; Bridge, East River; or East River bridge? That is, of several names properly or improperly applicable to the same thing, one must be chosen and adhered to, and it should be the one by which the thing is most commonly known; at the same time there must be a consistency in the practice of the index in similar or allied cases. The demand thus put on the maker of an index to understand the subject-matter indexed and also to have such a general acquaintance with the whole field of knowledge that he can avoid inconsistencies and absurdities in the choice and arrangement of headings, indicates that indexing is no mere hack-work, but calls for real scholarship and the exercise of the best gifts of reason and intelligence. In fact, it might well be claimed that a majority of all the indexes now made are examples of "how not to do it," when judged by the high standards thus set. On the assumption that "anybody can make an index," cheap and inexperienced help is often employed, the result being what might be expected, cheap and worthless indexes. In my experience in directing cooperative indexing

it has often been noticed that the indexing work of some quite competent and scholarly men is apt to be imperfectly done for want of the painstaking attention to detail and the good common sense needed for the best results.

As to the mechanical details of index making, some hints may profitably be given. If an index is to be kept in manuscript for some time and constantly added to, there is no other method so good as the card system. Instead of the thick cards used for a permanent card catalog, however, thin slips may be employed, effecting a great saving in the cost of the cards and in the space required for holding them. The great index catalog of the Surgeon-General's library, already referred to, has been so prepared, and it is difficult to see how it could have been done otherwise.

But when a certain amount of indexing is to be done, to be printed immediately, the best method seems to be that of writing the titles on sheets of foolscap paper, cutting them apart, arranging them alphabetically, and then mounting them on large sheets as copy for the printer. This was done in the case of Poole's Index, edition of 1882, involving the cutting up and sorting out of about 200,000 of these single line slips, making 4,500 large sheets for the printer.

The Rudolph indexer will doubtless be found of great service in some of its various forms, especially in keeping up an index which is constantly growing. The linotype also promises to be of value in the same direction, providing a simple means of printing an index of a certain length at one time, and afterwards reprinting it indefinitely with additions inserted alphabetically and without the resetting of type.

When one considers the enormous growth of literature in the last half of the nineteenth century, the conviction grows that no literary work will be of greater importance in the century just before us than indexing. Already one who would read on any subject finds himself confronted with a mass of material beyond his ability to cope with, and is often forced to spend a large share of his reading time in learning just where in the mass is to be found the exact thing he wants. With every year the difficulty increases, and it would soon be insupportable but for the great number of bibliographies and indexes which are now appearing. The American Library Association has done much to promote this work of making existing knowledge available, and may yet do much more through an earnest and generous cooperation. It is greatly to be regretted that for want of this spirit of cooperation excellent indexes and bibliographic works are constantly being issued by individual libraries as part of their own system of catalogs or bulletins, and are thus available to other libraries only so far as they receive them by gift or exchange. Some means should be found of bringing pressure to bear on the libraries which are thus doing good work, but limiting the number of those to whom it is available, so that they may be induced to put the results of their bibliographic labors in

the hands of our publishing section, contributing also to its support a less sum than their separate publication is now costing them, and so putting these valuable aids within reach of all libraries and all individual literary workers.

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Reference should also be made to the indexes to all the volumes of the Library journal, no one of which is without some contribution to the subject.

